

Sequoia High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Sequoia High School
Street	123 E 18th Street
City, State, Zip	Merced, CA 95340
Phone Number	2093251700
Principal	Amy Pellissier
Email Address	apellissier@muhsd.org
School Website	https://shs.muhsd.org/shs
County-District-School (CDS) Code	24-65789-0107672

2022-23 District Contact Information

District Name	Merced Union High School District
Phone Number	209.325-2020
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
District Website Address	http://www.muhsd.org/

2022-23 School Overview

Sequoia High School, Home of the Trail Blazers, is a community day high school for at-promise freshmen and sophomores. "Changing Behaviors, Changing Students" is the school's vision. We focus on preparing students to make positive choices in all aspects of their lives. We have various programs to connect students to school and support their efforts to improve. We offer intramural athletics, Leadership, and 3 CTE pathways that connect our students to various pathways. There are multiple counseling supports (School Counselor, Licensed Clinician, Nurtured Heart Approach coach) available to all students and additional district-level supports for our foster youth and McKinney-Vento students. Sequoia provides frequent extended learning opportunities in which students have experienced hiking National Parks, the art of glass-blowing, culinary experiences, fishing and water conservation, visits to the Monterey Bay Aquarium and live performances at the theater in Merced.

Credit recovery is the primary goal for students attending Sequoia, but it also affords a second chance for students under suspended expulsions. The school operates on a quarter system, giving students the opportunity to earn up to 100 credits in a school year, as opposed to 70 at a comprehensive school site. CTE Pathway courses have been added to Sequoia to support a new graduation requirement in the MUHSD. The school's mission statement represents our overall purpose: "To instill the will and skill, in at-risk teens, to succeed in school and in life." We currently serve students from 6 comprehensive school sites

2022-23 School Overview

spanning the communities of Livingston, Atwater, and Merced. Sequoia is often used as a transition school for students entering the district from Juvenile Hall and various alt ed programs. Sequoia High School completed its last full WASC review in February 2021 and earned a 6 year accreditation with a mid-cycle review.

We use Parent Square as a means of communicating with parents regarding upcoming events and emergency announcements. If you would like to access our web page, you will find it at <http://shs.muhsd.org/>.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	82
Grade 11	14
Total Enrollment	97

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.2
Male	59.8
American Indian or Alaska Native	0.0
Asian	1.0
Black or African American	6.2
Filipino	0.0
Hispanic or Latino	78.4
Native Hawaiian or Pacific Islander	1.0
Two or More Races	0.0
White	11.3
English Learners	17.5
Foster Youth	1.0
Homeless	9.3
Migrant	1.0
Socioeconomically Disadvantaged	94.8
Students with Disabilities	7.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	53.67	373.30	71.61	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.20	3.11	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	5.32	39.30	7.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.80	41.00	54.40	10.45	12115.80	4.41
Unknown	0.00	0.00	37.90	7.27	18854.30	6.86
Total Teaching Positions	9.30	100.00	521.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	3.80	
Total Out-of-Field Teachers	3.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks at SHS are in adequate supply and in fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials.

Main textbooks utilized within the district are listed below.

Year and month in which the data were collected	2023, January
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-11: HMH California Collections 9, 10, 11, 2017 (Adopted 2016) HMH Read180 (Adopted 2022)	Yes	0
Mathematics	Carnegie (Adopted 2021)	Yes	0
Science	N/A	Yes	0
History-Social Science	Grade 10: Modern World History, McDougalLittell, 2003 (Adopted 2004) Grade 9: Freshman Seminar	Yes	0
Foreign Language	N/A	Yes	NA
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	NA
Visual and Performing Arts	Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999)	Yes	NA
Science Laboratory Equipment (grades 9-12)	N/A		NA

School Facility Conditions and Planned Improvements

Sequoia High School opened in the fall of 2008. The campus services up to 120 students from the comprehensive sites throughout the District and is comprised of ten classrooms (including portables), student and staff restrooms, a cafeteria/multi-purpose room, a conference room, a storage room, 2 counseling offices, and administration offices. The school is inspected annually by the Fire Marshal and regularly by school site administrators. All issues discovered during these inspections are given the highest priority.

Cleaning Process

Sequoia High School provides a safe and clean environment for students, staff and parents. The district Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Head Custodian for East Campus as well as the administration works daily with our custodian to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Sequoia High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. Classrooms and administration offices received new carpet in 2020 and the outside of the school was painted in the summer of 2022. New furniture for the cafeteria as well as 5 classes was purchased in 2021, with 3 additional classrooms being fitted for new furniture in 2022, contributing to more flexible and collaborative learning environments.

The chart below displays the results of the most recent school facilities inspection performed by school staff.

Year and month of the most recent FIT report				December 2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Some wall paper coming off walls; carpet seams coming apart in 2 portables;
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT		20.63	18.77	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

SHS offers introductory/concentration courses primarily in Ag/Natural Resources, Building & Construction Trades, which are all conducted by the Merced Union High School District.

The CTE pathways and courses in MUHSD:

Ag Mechanics: Small Engines - Ag Shop Skills, Small Engines, Advanced Small Engines, Diesel Ag Mechanics
Ag Mechanics: Welding - Ag Shop Skills, Ag Welding Technology 1 & 2, Equipment Construction 1 & 2
Agribusiness - Explorations in Ag, Agribusiness Management, Ag Communications, Ag Government/Economics, Ag Leadership & Technology, Ag Sales & Marketing, Internships in Ag
Agriscience - Explorations in Ag, Ag Biology of the Living Earth, Ag Earth & Space Science, Ag Chemistry in the Earth System, Farm to Fork: Ag Food Science
Animal Science - Explorations in Ag, Intro to Ag Vet Science, Animal Anatomy & Physiology, Veterinary Science
Ornamental Horticulture - Exploration in Ag, Environmental Horticulture, Turfgrass & Sports Management 1 & 2, Horticulture 2, Art & History of Floral Design 1 & 2, Retail Floral 3
Graphic Design - Digital Arts 1, 2, 3 & 4, Yearbook Design and Publication
Animation - Animation 1 & 2
Performing Arts - Theatre 1, 2, 3, & 4
Media Arts - Digital Media Productions, Advanced Media Broadcasting
Visual/Commercial Arts: Photo - Photo 1, 2, 3, & 4
Visual/Commercial Arts: Art - Elements of Art & Design 1, Principles of Art & Design 2, Art & Design 3
Film/Video Production - Film 1, 2, & 3
Business Management - Computer Applications 1 & 2
Financial Services - Accounting 1 & 2
Child Development - Child Development, Careers w/ infant and Toddlers 1 & 2
Education - Child Development, Health & Family Living, Cross-Age Physical Education teaching, Careers in Education
Food Service & Hospitality - Intro to Culinary Arts, Culinary Arts 1 & 2, Culinary Arts Cafe Lab
Biotechnology - Intro to Genetics, Microbiology, Biotechnology 1 & 2
Biotechnology: Forensic Science - Biology and Community Health, Forensic Biology 1 & 2
Patient Care - Intro to Health Careers, Emergency Medical Response, Sports Medicine, Medical Technologies, Nursing Assistant
Information Support & Services - Intro to Computer Science & Javascript, Computer Programming 1 & 2, AP Computer Science Principles, AP Computer Science A
Networking - Intro to Computer Science & Javascript, Intro to Cyber Security, IT Essentials
Software & Systems Development - Robotics 1 & 2
Marketing - Intro to Marketing, Advanced Marketing, Sports & Entertainment Marketing, Careers in Business and Marketing, Virtual Enterprise
Building & Construction Trades - Construction Trades 1, 2, 3, & 4
Energy and Power Technology - Career Exploration OSHA & Work Site Safety, Green Technology & Energy Conservation 1
Architectural Design - Computer Aided Drafting Design, Architectural Design, Advanced Architecture
Engineering Design - Intro to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics
Fashion Design & Merchandising - Fashion, Textiles, & Apparel 1, Fashion, Design, and Visual Merchandising
Public Service - Intro to Public Service, Community Emergency Response
Systems Diagnostics, Service & Repair: Auto - Auto Mechanics 1, 2, & 3
Systems Diagnostics, Service & Repair: Diesel - Diesel Engines 1, 2, & 3

The CTE Advisory Committee consists of the following members:

Breanne Ramos, Merced Farm Bureau
Jay Sousa, Photographer
Gwen Hagaman, Marketing Consultant
Kathleen Lassle, Program Compliance Manager for Webcor Builders
Lisa Vigil, Field & Marketing Representative for Carpenters Local Union 152
Scott Lewis, District Coordinator for Carpenters Training Committee
Brian Teague, Labors Relations Representative for Liuna
David Marvulli, Construction Owner for DMC Construction
Terry Rolfe, Construction Owner Phase 1 Construction
Kevin Kennedy, Pres. of Valley Business Center
Nancy Deavours, President/CEO Merced School EFCU
Ana Boyenga, Assistant Superintendent of Atwater Elementary School District.
Brent Jerner, CEO APG Solar

2021-22 Career Technical Education Programs

Kahri Boykin, MUHSD Teacher
Dena Traina, Civil Engineer, Provost & Pritchard Consulting Group
Marisol Duran, Abercrombie and Fitch Company
Leslie Abasta-Cummings, CEO of Livingston Community Health
Dr. Thelma Hurd, UC Merced Director, Medical Education
Megan Mets and Kim Garner, El Capitan Hotel (JDV Hotels)
John Livria, Vice President of Focus Publishing
Anthony Thomas, Converge One
Brenda Reyna, Merced Superior Courtroom Clerk (Supervisor)
Mickey Brunelli, Fire Battalion Chief
Harry Dhaliwal, Service Manager for Interstate Trucking
Timothy Donovan, Merced College Instructor
Autumn Gardia, Merced College Director of Special Projects and Grants
Kathleen Kanemoto, Merced College Instructor
Sukhraj Mehat, MUHSD Instructor
Barbara Tanzillo, Community Member
Michael Hammar, Native American Representative
Laurie Goodwin, Parent
Michelle Symes, Parent
Lily Pulido, CTE Pathway Coordinator
Greg Soto, Dean of Student Services
Bryan Tasse, Merced College, Dean of CTE
Jennifer Sousa, Adjunct Counselor
Student, AHS (Name Redacted) Student
Student, LHS (Name Redacted) Student
Student, MHS (Name Redacted) Student
Jannette McAuley, Program Administrator

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	145
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	83.33	91.67	91.67	91.67	91.67

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

At Sequoia High School, parents are encouraged to be active participants in the education of their student. Upon enrollment, a small group or individual orientation is held with both the student and the parent and the Sequoia program is explained. An Individual Student Support Plan (ISSP) is developed collaboratively with the student, parent, and guidance counselor to ensure that the academic and social-emotional needs of the student are met and the return of the student to the comprehensive site can occur in a timely fashion. Parents may access our online student information system (AERIES) in order to view up-to-date student attendance and grades. They can use this information to follow their students' academic, social, and emotional growth and actively co-parent the student with the school. In addition, Sequoia High School uses Parent Square to deliver information and emergency notices via text message, email, and phone calls. All parents are encouraged to visit the school at any time and attend class with their student if they desire. Parents are encouraged to join the Site Council to provide valuable input in planning for our students.

Customer service for our parents is of the utmost importance to Sequoia staff. We have an open door policy and all phone calls or emails are returned in a timely manner. Every effort is made to make parents and students feel welcome. When a student is absent, individual contact is made with each parent in order to determine the reason for the absence and to offer our assistance if needed. If the parent is having difficulty with the student, school staff will visit the home to provide transportation for the student to the school. If a parent conference is scheduled, and transportation is an issue, school staff will pick up from and return the parent to the home.

A Fall Back-to-School parent night is held in September. During the Spring we host a Report Card/Open House Night. Community resource agencies are also invited to the event and provide parents with information on resources available to the parent, student, and the family. In addition, students are recognized for excellence in academics, attendance, citizenship, and character on a weekly, monthly, and quarterly basis, as well as at the end of each semester.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate					3.2	3.9		8.9	7.8
Graduation Rate					95.2	94.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0.0
Female	0	0	0.0
Male	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	0	0	0.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	170	156	136	87.2
Female	70	66	61	92.4
Male	100	90	75	83.3
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	1	100.0
Black or African American	15	14	12	85.7
Filipino	0	0	0	0.0
Hispanic or Latino	132	120	106	88.3
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	0	0	0	0.0
White	18	17	13	76.5
English Learners	21	19	16	84.2
Foster Youth	8	5	5	100.0
Homeless	11	10	9	90.0
Socioeconomically Disadvantaged	161	147	128	87.1
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	19	17	16	94.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	23.66	2.26	2.45
Expulsions	4.91	0.57	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.56	8.24	0.34	3.01	0.20	3.17
Expulsions	0.00	4.12	0.03	0.70	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.24	4.12
Female	8.57	2.86
Male	8.00	5.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.09	5.30
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	9.52	9.52
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	8.70	4.35
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.53	0.00

2022-23 School Safety Plan

The Sequoia High School Safety Plan was last reviewed and updated in September 2021 and discussed with staff. It was approved by the School Site Council at the September 29, 2022 meeting and approved by the School Board on October 12, 2022.

Safety of students and staff is a primary concern of Sequoia High School. The campus is properly supervised before and after school and during breaks by 2 campus liaisons, the resource officer, administrators, and staff. All visitors must sign in at the Principal's Office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. Student visitors are not allowed on campus at any time during school hours. Cameras are utilized to monitor the campus throughout the day and visitors must be buzzed in as all doors are locked during school hours.

Additionally, all students and staff are trained in emergency procedure protocols.

The school's safety program is fully compliant with federal and state regulations, and the School Site Safety Plan is updated annually by the Safety Committee. Key elements of the safety plan include:

- Crisis Plan and Procedures (including Lock-down, Fire, Earthquake, Bomb, Pandemic Flu Outbreak, and Hazardous Materials

Spill emergencies);

- Administrative communication during emergencies;
- Data involving suspensions, expulsions, and dangerous students;
- School safety goals and objectives

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held regularly, and all staff has been trained in coordinating an evacuation from the school.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	11		
Mathematics	12	6		
Science	8	6		
Social Science	17	4		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	14		
Mathematics	12	7		
Science				
Social Science	11	8		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	14		
Mathematics	10	9		
Science				
Social Science	10	9		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	40.42

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21,987.35	\$2,169.72	\$19,817.62	\$61,778.24
District	N/A	N/A	\$9,080	\$82,758
Percent Difference - School Site and District	N/A	N/A	74.3	-29.0
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	100.1	-41.5

2021-22 Types of Services Funded

In addition to general state funding, Sequoia High School and the Merced Union High School District received state and federal funding for the following categorical, special education, and support programs:

- Local Control Funding Formula (LCFF Supplemental)
- Title I, Part A - Basic Grant
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- Title V - Innovative Programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,336	\$55,947
Mid-Range Teacher Salary	\$82,164	\$90,080
Highest Teacher Salary	\$105,121	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$146,354	\$164,633
Superintendent Salary	\$212,662	\$261,984
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional Development is an integral component of Sequoia High School's educational program. Sequoia faculty attend professional development sessions facilitated by Site Administrators, the District Office Educational Services Department, our on-site Instructional Coach, and various outside organizations. This school year, the areas of focus at Sequoia are the 4 C's (Communication, Collaboration, Creativity, and Critical Thinking), Universal Designs for Learning and CASEL Signature Practices (Welcoming Activities, Engagement and Optimistic Closure). Teachers also continue to add to their repertoire of technology tools to engage students on campus. Sequoia administration and the instructional coach facilitate monthly collaboration meetings that emphasize communication, collaboration, critical thinking and creativity within the classroom setting, and the 4 C's are highlighted in the daily announcements. Classroom visits are also conducted regularly to emphasize the importance of the 4 C's to student experiences both in the classroom and in life.

At Sequoia High School, professional development comes in the form of weekly collaboration (30 min), district-sponsored PD days for subject levels, and more extensive training off-site. However, the majority of our professional development happens outside of the school day. This school year, teachers will participate in Learning Walks with the Instructional Coach and an administrator to provide feedback to one another regarding the instructional focus. One teacher will participate in a Writing Conference and 2 CTE teachers will attend the CTE Educators Conference.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	8