

Sequoia High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	
County-District-School (CDS) Code	24-65789-0107672

2021-22 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/

2021-22 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 various CTE courses that connect our students to various pathways. There are multiple counseling supports 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

2021-22 School Overview

and skill, in at-risk teens, to succeed in school and in life." We currently serve students from 6 comprehensive school sites 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	3
Grade 10	73
Grade 11	18
Total Enrollment	94

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.9
Male	68.1
American Indian or Alaska Native	2.1
Black or African American	6.4
Hispanic or Latino	71.3
Native Hawaiian or Pacific Islander	2.1
White	14.9
English Learners	12.8
Foster Youth	2.1
Homeless	4.3
Socioeconomically Disadvantaged	92.6
Students with Disabilities	3.2

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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		2020, January	
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) Read180	Yes	0
Mathematics	Carnegie (Adopted 2021)	Yes	0
Science		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)	NA		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 high priority.

Cleaning Process

Sequoia High School provides a safe and clean environment for students, staff, and volunteers. 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 will be painted in the spring of 2022. New furniture for the cafeteria as well as 5 classes was purchased in 2021, 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

November 2021

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	Several rooms need touch up painting; 2 portables could use carpeting
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		

B. Pupil Outcomes

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
All Students	NA	NA	NA	NA	NA
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level
NA Student Groups	NA Total Enrollment	NA Number Tested	NA Percent Tested	NA Percent Not Tested	NA Percent At or Above Grade Level

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	20.63	N/A	28.72

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

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

2020-21 Career Technical Education Programs

SHS offers introductory/concentration courses in Ag/Natural Resources, Building & Construction Trades, Public Service, and Education & Child Development, which are all conducted by the Merced Union High School District. The CTE Advisory Committee consists of the following members:

MERCED UNION HIGH SCHOOL DISTRICT

2021-22 CTE ADVISORY

NAME ROLEEd Palomino, West Air Gas

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 3 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

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

Sara Hill & Robyn Donovan, 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

Barbara Tanzillo, Community Member

Michelle Symes, MCOE Director of Student Support

Lily Pulido, CTE Pathway Coordinator

Greg Soto, Dean of Student Services

Jennifer Sousa, Adjunct Counselor

Student, AHS (Name Redacted) Student

Student, LHS (Name Redacted) Student

Student, MHS (Name Redacted) Student

Jannette McAuley, Program Administrator

Kimberly Zamudio, Educational Services Program Administrative Assistant

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	139
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	60

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 education plan is developed collaboratively with the student, parent, and guidance counselor to ensure that the academic 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

2021-22 Opportunities for Parental Involvement

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0

Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	156	149	118	79.2
Female	61	56	48	85.7
Male	95	93	70	75.3
American Indian or Alaska Native	3	3	2	66.7
Asian	1	1	0	0.0
Black or African American	9	9	9	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	110	107	85	79.4
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	0	0	0	0.0
White	27	23	17	73.9
English Learners	27	25	22	88.0
Foster Youth	8	7	6	85.7
Homeless	7	6	6	100.0
Socioeconomically Disadvantaged	147	140	110	78.6
Students Receiving Migrant Education Services	3	3	3	100.0
Students with Disabilities	9	7	6	85.7

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	32.66	2.56	3.43	0.34	3.47	0.20
Expulsions	6.03	0.00	0.46	0.03	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 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

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.56	0.00
Female	0.00	0.00
Male	4.21	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.91	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.70	0.00
English Learners	3.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.72	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 October 2021 meeting.

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	9	7		
Mathematics	10	6		
Science	14	3		
Social Science	14	3		

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		

2020-21 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	39.2

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$24,703.03	\$1,361.89	\$23,341.14	\$57,092
District	N/A	N/A	\$11,815	\$71,759
Percent Difference - School Site and District	N/A	N/A	65.6	-22.8
State			\$12,739	\$92,222
Percent Difference - School Site and State	N/A	N/A	58.8	-47.1

2020-21 Types of Services Funded

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

- Economic Impact Aid (EIA)
- 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,336	\$54,687
Mid-Range Teacher Salary	\$82,164	\$92,222
Highest Teacher Salary	\$105,121	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$144,903	\$162,322
Superintendent Salary	\$206,468	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	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 (Nurtured Heart Approach, BER workshops, PBL World). 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. With the use of additional funds due to COVID-19, staff members are given the option to attend a after-school PD once a month for pay. 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6

Merced Union High School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2695	2417	89.68	10.32	46.07
Female	1330	1205	90.60	9.40	53.06
Male	1364	1212	88.86	11.14	39.13
American Indian or Alaska Native	13	12	92.31	7.69	33.33
Asian	233	222	95.28	4.72	63.06
Black or African American	114	91	79.82	20.18	32.22
Filipino	19	18	94.74	5.26	77.78
Hispanic or Latino	1882	1691	89.85	10.15	41.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	47.83
White	398	352	88.44	11.56	60.29
English Learners	232	191	82.33	17.67	10.11
Foster Youth	19	11	57.89	42.11	27.27
Homeless	312	272	87.18	12.82	31.58
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	950	85.90	14.10	35.61
Students Receiving Migrant Education Services	63	49	77.78	22.22	27.08
Students with Disabilities	289	228	78.89	21.11	10.22

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2695	2421	89.83	10.17	19.86
Female	1329	1200	90.29	9.71	20.47
Male	1365	1221	89.45	10.55	19.26
American Indian or Alaska Native	13	12	92.31	7.69	8.33
Asian	233	223	95.71	4.29	30.18
Black or African American	114	93	81.58	18.42	11.11
Filipino	19	16	84.21	15.79	62.50
Hispanic or Latino	1882	1690	89.80	10.20	16.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	24	85.71	14.29	30.43
White	398	356	89.45		28.17
English Learners	232	187	80.60	19.40	2.19
Foster Youth	19	12	63.16	36.84	8.33
Homeless	312	270	86.54	13.46	12.88
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1106	948	85.71	14.29	12.57
Students Receiving Migrant Education Services	63	47	74.60	25.40	6.38
Students with Disabilities	290	228	78.62	21.38	2.64

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

