

Sequoia High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Sequoia High School
Street	123 E. 18th Street
City, State, Zip	Merced, CA 95340
Phone Number	209.325.1700
Principal	Paul Bristow
E-mail Address	pbristow@muhsd.org
Web Site	http://www.shs.muhsd.org/
CDS Code	24-65789-0107672

District Contact Information	
District Name	Merced Union High School District
Phone Number	209.385.6412
Superintendent	Alan Peterson
E-mail Address	apetersont@muhsd.org
Web Site	http://www.muhsd.org/

School Description and Mission Statement (School Year 2018-19)

Sequoia High School, Home of the Trailblazers, is a community day high school for at-risk 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; ASB Leadership, hands-on electives such as horticulture, cooking, art, driver's ed, and journalism. There are various 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, 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. The school operates on a block schedule, affording students the opportunity to earn up to 90 credits in a school year, as opposed to 70 at a comprehensive school site. Adding CTE courses in the upcoming years is a major goal. 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 spanning the communities of Livingston, Atwater, and Merced. Sequoia is often used as a transition school for students entering the district from Juvenile Hall. Sequoia High School completed its last full WASC review in 2013-14 with a mid-cycle review in 16-17.

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/>.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	19
Grade 10	68
Grade 11	14
Total Enrollment	101

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	1.0
Asian	2.0
Filipino	0.0
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.0
White	17.8
Socioeconomically Disadvantaged	96.0
English Learners	15.8
Students with Disabilities	6.9
Foster Youth	4.0

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	12	10	9	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	2	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2019, January

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-11: HMH California Collections 9, 10, 11, 2017 (adopted 2016) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0
Mathematics	Grade 9, 10: Math A, B, HMH Integrated Math 1, 2015 (Adopted 2016) Grade 9-12: Math 1, HMH Integrated Math 1, 2015 (Adopted 2016)	Yes	0
Science	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10, 11: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002)	Yes	0
History-Social Science	Grade 10: Modern World History, McDougallittell, 2003 (Adopted 2004)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Grade 9: Freshman Seminar, Odysseyware Online course, 2016(Adopted 2016) Grade 11:United States History, AMSCO, 2006 Grade 11: American History: A Survey, McGraw Hill, 2018		
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

School Facility Conditions and Planned Improvements (Most Recent Year)

Sequoia High School opened in the fall of 2008. The campus services up to 150 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 large storage room, 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.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2018-2019 school year, the Merced Union High School District has budgeted \$1,126,034 for the deferred maintenance program.

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	Carpet replacement is needed in 4 classrooms and the administration offices.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	4 mirrors are etched with graffiti
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
Overall Rating	Good

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

Note: 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.

Note: 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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	88.2
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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 database 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. Sequoia has a newly formed Site Council in conjunction with Yosemite High School, our sister Alternative Ed site. 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 back-to-school parent night is held in conjunction with the first semester student awards ceremony. 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.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	--	6.4	6.1	5.6	10.7	9.7	9.1
Graduation Rate	--	--	--	90.3	91.1	91.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	45.6	37.6	37.1	6.3	4.6	5.0	3.7	3.7	3.5
Expulsions	7.6	7.0	0.0	0.8	0.5	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Sequoia High School Safety Plan was last reviewed and updated in September 2018 and discussed with staff.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	12.0	12			13.0	11			14.0	6				
Mathematics	14.0	6			15.0	6			14.0	6				
Science	13.0	4			14.0	4			18.0	3				
Social Science	12.0	5			14.0	5			19.0	3				

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	100
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.50	N/A
Social Worker	.50	N/A
Nurse	.50	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$21,981	\$2,956	\$19,025	\$79,252
District	N/A	N/A	N/A	\$75,411
Percent Difference: School Site and District	N/A	N/A	N/A	-0.6
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	97.3	-4.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,890	\$50,747
Mid-Range Teacher Salary	\$75,562	\$86,127
Highest Teacher Salary	\$96,674	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$130,323	\$150,286
Superintendent Salary	\$182,516	\$238,058
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Professional Development is an integral component of Sequoia High School's educational program. Sequoia faculty attend professional development sessions facilitated by the District Office Educational Services Department as well as outside organizations. This school year, the areas of focus are Project-Based Learning (PBL), and adding computer-based supplemental programs in the areas of Science, English, and Social Studies. Sequoia administration and instructional coach facilitate monthly collaboration meetings that emphasize effective instruction and students' social/emotional health. The District's Focus of Four (literacy, higher-order thinking skills, purposeful planning, and common core standards) guide the academic collaboration piece.

Sequoia High School uses the East Campus Educational Center Instructional Coach to provide individual and small group pull-out sessions throughout the school year. During the 2017-18 school year, Actively Learn has been implemented and staff development is taking place.