# Sequoia High School
## School Accountability Report Card
## Reported Using Data from the 2014-15 School Year
### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

| School Contact Information | |
|---|---|
| **School Name** | Sequoia High School |
| **Street** | 123 E. 18th Street |
| **City, State, Zip** | Merced, CA 95340 |
| **Phone Number** | 209.385.8950 |
| **Principal** | Jon Schaefer |
| **E-mail Address** | jschaefer@muhsd.org |
| **Grades Served** | 9-12 |
| **CDS Code** | 24-65789-0107672 |

| District Contact Information | |
|---|---|
| **District Name** | Merced Union High School District |
| **Phone Number** | 209.385.6412 |
| **Superintendent** | V. Scott Scambray |
| **E-mail Address** | efelt@muhsd.org |
| **Web Site** | http://www.muhsd.org/ |

**School Description and Mission Statement (Most Recent Year)**

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 in volleyball, basketball, flag football, soccer, and softball; and we have an ASB Leadership class, and counseling support programs.

Sequoia has a block schedule, affording students the opportunity to earn up to 90 credits in a school year and get on track for graduation.  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."

Sequoia  recently launched a Facebook page for parents to gain access to important information and upcoming events.  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 2014-15)**

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 28 |
| **Grade 10** | 64 |
| **Grade 11** | 12 |
| **Grade 12** | 1 |
| **Total Enrollment** | 105 |

**Student Enrollment by Group (School Year 2014-15)**

| Student Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 4.8 |
| **American Indian or Alaska Native** | 1 |
| **Hispanic or Latino** | 68.6 |
| **White** | 23.8 |
| **Two or More Races** | 1.9 |
| **Socioeconomically Disadvantaged** | 94.3 |
| **English Learners** | 14.3 |
| **Students with Disabilities** | 11.4 |
| **Foster Youth** | 3.8 |

# A. Conditions of Learning

## State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|---|---|---|---|---|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| **With Full Credential** | 9 | 9 | 10 | |
| **Without Full Credential** | 1 | 1 | 0 | |
| **Teaching Outside Subject Area of Competence (with full credential)** | 3 | 2 | 2 | |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments *** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 1 | 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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 77.4 | 22.6 |
| **All Schools in District** | 95.8 | 4.2 |
| **High-Poverty Schools in District** | 95.8 | 4.2 |
| **Low-Poverty Schools in District** | 0.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** 2014, December

All subject areas at Sequoia High School have a classroom set of textbooks, and majority of those books are in fair to excellent condition.

Main textbooks utilized within the district are listed below.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Grades 9-12: High Point, Hampton Brown 2001 (Adopted 2007)<br>Grades 9-12: Measuring Up, Peoples Education 2007 (Adopted 2008)<br>Grade 12: Thomas Learning 2007 (Adopted)<br>Grade 11: VHPS 2007 (Adopted)<br>Grade 9-10: Xtreme Reading, Strategic Learning Center 2009 (Adopted 2009) (GVHS 9-11)<br>Grades 9-12: Holt 2004 (Adopted)<br>Grades 9-12: Edge,Hampton Brown 2009 (Adopted 2010) | Yes | 0 |
| **Mathematics** | Grades 9-12: Algebra 2, McDougal/Littell 2007 (Adopted 2008)<br>Grades 10-12: Geometry, McDougal/Littell 2007 (Adopted 2008)<br>Grades 11-12: Prentice Hall 2007 (Adopted)<br>Grades 11-12: Measuring Up, Peoples Education 2008 (Adopted)<br>Grade 12: Preparing for College Mathematics, Pearson Custom Publishing 2009 (Adopted 2009)<br>Grade 9: Algebra Readiness, McDougal/Littell 2008 (Adopted 2009)<br>Grade 9-12: Algebra 1, Prentice Hall 2001 (Adopted 2005) | Yes | 0 |
| **Science** | Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008)<br>Grade 10: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009)<br>Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002)<br>Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002)<br>Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002)Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002) | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **History-Social Science** | Grade12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007)<br>Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007)<br>Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007)<br>Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007)<br>Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007)<br>Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999)<br>Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999<br>Grade 10: World History the Modern World 2007<br>Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004)<br>Grade 10: Modern World History, West Publishing 1999, (Adopted 2005)<br>Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006)<br>Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS)<br>Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS) | Yes | 0 |
| **Foreign Language** | Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008)<br>Grades 9-12: Santillana USA 2007 (Adopted 2007)<br>Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006)<br>Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997)<br>Grades 9-12: Punjabi (Adopted 2006)<br>Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted)<br>Grades 9-12: Discovering French Bleu, McDougal/Littell - 2004 (Adopted 2005) | Yes | NA |
| **Health** | Grade 9: Health, Prentice Hall 2007 (New Edition) | Yes | NA |
| **Visual and Performing Arts** | Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007)<br>Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999)<br>Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995<br>Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000)<br>Grades 9-12: Foundations of Restaurant Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS | Yes | NA |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Sequoia High School opened in the fall of 2008. The campus services 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 monthly by school site administrators. All issues discovered during these inspections are given the utmost 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 emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The school 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 2010-2011 school year, the Merced Union High School District has budgeted $1,182,396.55 for the deferred maintenance program, which represents 1% of the district's general fund budget.

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)**

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2014-2015 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | | X | | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | | X | | |
| **Electrical:** 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 Rating (Most Recent Year)**

| Year and month in which data were collected: 2014-2015 | | | | |
|---|---|---|---|---|
| **Overall Rating** | **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], Science California Standards Tests); and
- The percentage of pupils 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

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|---|---|---|---|
| | School | District | State |
| **English Language Arts/Literacy** | -- | 48 | 44 |
| **Mathematics** | -- | 20 | 33 |

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.

**CAASPP Assessment Results - English Language Arts (ELA)**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **All Students** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Male** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Black or African American** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Students with Disabilities** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Foster Youth** | 11 | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|---|---|---|---|---|---|---|---|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| **All Students** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Male** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Black or African American** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Students with Disabilities** | 11 | 1 | 1 | 100.0 | -- | -- | -- | -- |
| **Foster Youth** | 11 | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|---|
| **Science (grades 5, 8, and 10)** | 22 | 15 | 12 | 55 | 56 | 43 | 59 | 60 | 56 |

Note: Scores are not shown 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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| **All Students in the LEA** | 43 |
| **All Students at the School** | 12 |
| **Male** | 13 |
| **Female** | 10 |
| **Black or African American** | -- |
| **American Indian or Alaska Native** | -- |
| **Asian** | -- |
| **Hispanic or Latino** | 13 |
| **White** | 13 |
| **Two or More Races** | -- |
| **Socioeconomically Disadvantaged** | -- |
| **English Learners** | 0 |
| **Students with Disabilities** | 12 |
| **Students Receiving Migrant Education Services** | -- |
| **Foster Youth** | -- |

Note: Scores are not shown 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.

**Career Technical Education Programs (School Year 2014-15)**

NA

**Career Technical Education Participation (School Year 2014-15)**

| Measure | CTE Program Participation |
|---|---|
| **Number of pupils participating in CTE** | N/A |
| **% of pupils completing a CTE program and earning a high school diploma** | N/A |
| **% of CTE courses sequenced or articulated between the school and institutions of postsecondary education** | N/A |

**Courses for University of California and/or California State University Admission**

| UC/CSU Course Measure | Percent |
|---|---|
| **2014-15 Students Enrolled in Courses Required for UC/CSU Admission** | 92.31 |
| **2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission** | |

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| **English-Language Arts** | 18 | 8 | 14 | 55 | 50 | 43 | 57 | 56 | 58 |
| **Mathematics** | 22 | 22 | 16 | 58 | 56 | 45 | 60 | 62 | 59 |

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| **All Students in the LEA** | 49 | 26 | 25 | 47 | 39 | 15 |
| **All Students at the School** | 86 | 14 | | 84 | 14 | 2 |
| **Male** | 86 | 14 | | 78 | 18 | 4 |
| **Female** | 86 | 14 | | 90 | 10 | |
| **Hispanic or Latino** | 87 | 13 | | 87 | 12 | 1 |
| **White** | 82 | 18 | | 71 | 24 | 6 |
| **Socioeconomically Disadvantaged** | 84 | 16 | | 83 | 14 | 3 |
| **English Learners** | 100 | | | 92 | 8 | |

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.

**California Physical Fitness Test Results (School Year 2014-15)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **9** | 31.20 | 18.80 | |

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.

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

At Sequoia High School, parents are encouraged to be active participants in the education of their student. Upon enrollment, an individual orientation conference 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. Parents are provided with login information to access their students' online database in order to view up-to-date student attendance, grades and discipline. 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, the school has an active Facebook page for all stakeholders to access information on school events and activities.  All parents are encouraged to visit the school at any time and attend class with their student if they desire.

Customer service for our parents is of the up-most 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 luncheon is held in conjunction with the first semester student awards ceremony.   Students are recognized for excellence in academics, citizenship, and character.  Community resource agencies are also invited to the luncheon and provided parents with information on resources available to the parent, student, and the family.  If parents need assistance in any area, the school will try to provide them with the help they need

## State Priority: Pupil Engagement

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

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

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

| Indicator | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | | 100.00 | | | 4.00 | | 13.10 | 11.40 | 11.50 |
| Graduation Rate | | .00 | | | 92.89 | | 78.87 | 80.44 | 80.95 |

## State Priority: School Climate

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

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

**Suspensions and Expulsions**

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** | **2012-13** | **2013-14** | **2014-15** |
| **Suspensions** | 40.34 | 43.01 | 43.23 | 9.69 | 7.02 | 5.38 | 5.07 | 4.36 | 3.80 |
| **Expulsions** | 0.00 | 0.00 | 3.49 | 0.08 | 0.09 | 0.71 | 0.13 | 0.10 | 0.09 |

**School Safety Plan (Most Recent Year)**

The Sequoia High School Safety Plan was last reviewed and updated on 09.14.2015 and discussed with staff on the same day.

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 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. Additionally, all students and staff are trained i9n 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 have been trained on coordinating an evacuation from the school.

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)**

| AYP Criteria | School | District | State |
|---|---|---|---|
| **Made AYP Overall** | Yes | No | Yes |
| **Met Participation Rate: English-Language Arts** | Yes | No | Yes |
| **Met Participation Rate: Mathematics** | Yes | No | Yes |
| **Met Percent Proficient: English-Language Arts** | N/A | N/A | N/A |
| **Met Percent Proficient: Mathematics** | N/A | N/A | N/A |
| **Met Attendance Rate** | N/A | N/A | Yes |
| **Met Graduation Rate** | N/A | Yes | Yes |

**Federal Intervention Program (School Year 2015-16)**

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | In PI |
| **First Year of Program Improvement** | | 2008-2009 |
| **Year in Program Improvement\*** | | Year 3 |
| **Number of Schools Currently in Program Improvement** | N/A | 5 |
| **Percent of Schools Currently in Program Improvement** | N/A | 83.3 |

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

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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** | 14 | 12 | | | 16 | 12 | | | 11 | 14 | | |
| **Mathematics** | 15 | 13 | | | 17 | 8 | 2 | | 10 | 8 | | |
| **Science** | 21 | 4 | | | 20 | 2 | 2 | | 14 | 4 | | |
| **Social Science** | 16 | 3 | | | 24 | 1 | 2 | | 13 | 4 | | |

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 2014-15)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 1 | 150 |
| **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** | 0 | N/A |
| **Nurse** | .50 | N/A |
| **Speech/Language/Hearing Specialist** | 0 | N/A |
| **Resource Specialist** | 0 | N/A |
| **Other** | | 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 2013-14)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | $14,744 | $14,450 | $294 | $59,252 |
| **District** | N/A | N/A | N/A | $66,901 |
| **Percent Difference: School Site and District** | N/A | N/A | N/A | -10.2 |
| **State** | N/A | N/A | $5,348 | $74,908 |
| **Percent Difference: School Site and State** | N/A | N/A | -94.7 | -17.2 |

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

**Types of Services Funded (Fiscal Year 2014-15)**

NA

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $44,367 | $44,363 |
| **Mid-Range Teacher Salary** | $65,877 | $71,768 |
| **Highest Teacher Salary** | $84,283 | $92,368 |
| **Average Principal Salary (Elementary)** | | |
| **Average Principal Salary (Middle)** | | $121,276 |
| **Average Principal Salary (High)** | $114,858 | $133,673 |
| **Superintendent Salary** | $185,658 | $210,998 |
| **Percent of Budget for Teacher Salaries** | 37% | 36% |
| **Percent of Budget for Administrative Salaries** | 6% | 5% |

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 2014-15)**

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

* Cells with N/A values do not require data.  Where there are student course enrollments.

**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. This school year, the areas of focus are literacy, Google and creating performance tasks aligned with Common Core State Standards. Sequoia administration and instructional coaches facilitate weekly 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, and Dave Lockridge's ACE (Adverse Childhood Experiences) Overcomers program addresses the social/emotional support for students.