Single Plan for Student Achievement

Sequoia High

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Preface

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

The format for the Sequoia High School Single Plan for Student Achievement was created and agreed upon in August 2005, by members of the Sequoia Union High School District (SUHSD), Napa/Solano District Program Improvement External Evaluators for SUHSD, and Dr. Marilyn George, Associate Executive Director of WASC (see Appendix for WASC Single Plan Outline).

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Single Plan for Student Achievement Site Types

Check boxes as appropriate:

High School

- ☑ Title One
- ☑ Program Improvement 1, 2, 3, 4, 5
- ☐ High Priority Schools Grant
- ☐ SAIT
- ☑ WASC
- ☐ QEIA

Significant Subgroups

- ☐ African American
- ☐ American Indian
- ☐ Asian
- ☐ Filipino
- ☑ Hispanic or Latino
- ☐ Pacific Islander
- ☑ White
- ☑ Socioeconomically Disadvantaged
- ☑ English Learners
- ☑ Special Needs Students

State and Federal Requirements

The overall intention for developing a Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to improve this school's educational program. The SPSA is developed to ensure that all students succeed in reaching academic standards set by NCLB, the State Board of Education, and the school district.

The SPSA meets state requirements for monitoring state and federal categorical programs through the planning process and local compliance monitoring. This legislation established the following eight requirements for school plans:

- School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."[1]
- School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."[2]
- Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.[3]
- The content of the plan must be aligned with school goals for improving student achievement.[4]
- School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index…and the English Language Development test…and may include any data voluntarily developed by districts to measure student achievement..."[5]
- The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index..."[6]
- The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."[7]
- Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.[8]

1 EC Section 64001(a)
2 Ibid
3 EC sections 41507, 41572, 64001(d)
4 EC Section 64001(f)
5 EC Section 64001(d)
6 Ibid
7 EC Section 64001(g)
8 EC Section 64001(d)

Table of Contents

Table of Contents

Chapter One

Student / Community Profile

a. District Overview
b. School Background and Student Demographics
c. School Goals
d. School Mission and Vision
e. WASC Accreditation History
f. Expected Student Learning Results (ESLRs)
g. Community Background and Influences
h. School Programs
i. Addendum

CHAPTER ONE: Student / Community Profile

District Overview

The Sequoia Union High School District is located in the Silicon Valley, one of the most intellectually dynamic and innovation-driven regions in California. The District serves communities representing the entire socioeconomic spectrum, including Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos and Woodside.

District Schools

The Sequoia district has four comprehensive high schools and one continuation high school serving 9th through 12th graders:

- Carlmont High School (opened in 1953) 2015-16 enrollment: 2,138 students
- Menlo-Atherton High School (opened in 1951) 2015-16 enrollment: 2,276 students
- Redwood (Continuation) High School (opened in 1966) 2015-16 enrollment: 272 (cumulative) students
- Sequoia High School (opened in 1895) 2015-16 enrollment: 2,069 students
- Woodside High School (opened in 1958) 2015-16 enrollment: 1,767 students

The Sequoia district also encompasses a middle college in collaboration with Cañada College and an adult school, which serves 8,300 community members annually.

There are four charter schools in the district boundaries: East Palo Alto Academy High School (newly dependant in 2014-15), East Palo Alto Phoenix Academy (operated by Aspire Public Schools), Everest High School and Summit Preparatory Charter High School.

District Facts and Demographics

- Ethnic/racial composition: 46% Latino, 35% White, 3% Asian, 4% African-American, 3% Pacific Islander, 1% Filipino, and 0.5% American Indian
- Student-to-teacher ratio: 25 to 1

SUHSD Strategic Plan

2015-2020

Sequoia Union High School District fosters an appreciation for learning and provides students with the requisite academic and problem-solving skills to become engaged and well-rounded citizens.

GUIDING PRINCIPLES

EQUITY A diverse community must ensure equity in access and opportunity. The District is committed to implementing academic and extra-curricular program structures and policies that serve the best interests of all students.
ENVIRONMENT Academic, social, and personal growth requires a fostering, safe, and engaging environment. All members of the educational community will strive to create and sustain the most ideal environments for students.
TEACHING Effective teaching will ensure that all students will have the skills and options to pursue a variety of pathways after graduation. The District is committed to providing a professional environment for all staff characterized by a growth mindset, continuous professional development, and mutual respect.

STRATEGIC DIRECTIONS

Academics
Students will:
● experience a college-preparatory academic program aimed at the completion of the UC/CSU A-G requirements and the development of analytical and communication skills;
● recognize and experience the connections between diverse disciplines;
● have the confidence, understanding, and skills to engage effectively in local, national, and international civic contexts;
● be welcomed, challenged, and supported to take the most rigorous courses possible with consideration for balance and well being.

Passion for Learning
Students will:
● thrive as learners by engaging in experiences driven by intellectual curiosity and discovery;
● choose courses from an academic program comprised of a variety of programmatic options;
● explore the possibilities of connecting personal interests and talents to college and career options;
● have access to courses and programs to promote their development as well-rounded members of society.

Support
Students will:
● identify post-graduation aspirations, develop a means to attain them, and be inspired to strive towards these goals in the present;
● receive academic, social, emotional, and personal support from peers, mentors, parents, and staff;
● develop the interpersonal skills, confidence and resilience to pursue intellectual and personal goals

School Background and Student Demographics

Equidistant between San Francisco and San Jose, in the heart of Silicon Valley, Redwood City is a strong, diverse community. It has residential areas, commercial development, light manufacturing, and an expanding technology presence. With a median household income of $77,560 and a median house value of $764,500, Redwood City has a population of approximately 80,872 residents, including the following ethnicities: Caucasian Non-Hispanic (44%), Hispanic (38.8%), Asian (10.5%), African-American (2.2%), American Indian (.2%), Native Hawaiian and Other Pacific Islander (1.0%), other race (.4%) and two or more races (3.0%). Approximately 30% of the current population is foreign-born, with 10.2% of that number naturalized citizens and 19.8% not U.S. citizens.

Since the 2000 Census, the Redwood City population has grown from 75,402 to 76,815, counted in Census 2010, which represents a 1.9% population increase. By contrast, Redwood City's Latino population grew by 26.5% over the same time period. Nationwide, the Latino population has increased by more than 50%. The Latino population comprises 31.2% of Redwood City's total population, which is 2.5 times greater than the national average of 12.5%.

Sequoia High School is part of the Sequoia Union High School District (SUHSD), which includes one continuation high school and four comprehensive high schools. The district draws most of its 8,830 (November 2014) students from nine neighboring elementary/middle school districts. District-wide, approximately 800 credentialed and classified staff members serve the students and community. Sequoia High School opened in 1895 and is the oldest comprehensive public high school on the Peninsula. The school is situated on approximately 31 acres in the center of Redwood City. It serves 2,057 students in grades nine through twelve and employs a credentialed staff of 127.

Sequoia's student population is drawn primarily from the cities of Redwood City and San Carlos; there is also representation from East Palo Alto, Menlo Park, Belmont, and other Bay Area cities. The school serves a diverse and changing socioeconomic population. Upper middle-class families cluster in the north and western sections of the school's attendance area. The families who live adjacent to the school are predominantly middle-class. The families of lower socioeconomic status generally reside southeast of the school in the Fair Oaks community and in East Palo Alto.

In 2015, Sequoia's six- year WASC accreditation from 2012 was affirmed with a mid-term visit. Sequoia, per the visiting team, continues to show significant growth in all major areas based on a clear set of priorities and action on the part of staff and leadership aimed squarely at addressing the real needs of students. This triumph was the culmination of a journey that began in 2000, when Sequoia High School received an unsatisfactory rating from WASC that prompted a community-wide effort to revitalize the school. Due in part to positive changes in administrative leadership, capital improvements, the licensing of Sequoia's International Baccalaureate program, and an economy that put more qualified teachers in the market, Sequoia showed significant improvements in all measurable areas, resulting in a six-year WASC accreditation in 2006. In recent years, Sequoia has been acknowledged for the high number of students taking honors level courses and for the high achievement of underrepresented students.

The school faces many of the same challenges it did in 2000: there is a large socioeconomic gap between the poorest and wealthiest families in our community and a concomitant and highly associated incoming achievement gap between the preceding groups. Additionally, between 2008 and 2014, Sequoia gained 450 more students than have enrolled at any time in the past decade, amounting to a 24% growth in student population over those three years. The growth in student population stabilized between 2013-2015 but is projected to grow again between 2016-2020.

Physical Plant

Sequoia High School boasts one of the most beautiful high school campuses on the San Francisco Peninsula. In fact, during a press conference held on the Sequoia campus in January 2006, Jack O'Connell, the State Superintendent of Public Instruction at the time, called Sequoia campus "The Harvard of the West Coast." Because Sequoia is a registered national landmark, all new construction has been required to fit into the existing original style of architecture and design. With the passing of four bond measures since 1996, the school has made some physical improvements and enhancements that benefit the Sequoia education community as well as the community at large.

Improvements since the 2012 WASC visit include the following:

- 86 additional parking spaces were added for students and staff when district maintenance and transportation facilities were moved.
- Construction underway on ten additional classrooms with completion scheduled for November 2016. This new A-wing will include two science labs and removable walls in 4 classrooms to create larger, flexible use spaces. The new A-wing will also include flexible outdoor learning space for student collaboration and instruction.
- Conversion of a previously underused food services prep space into a state-of-the-art culinary arts classroom/kitchen completed April 2016.
- Renovation for a large, flexible-use classroom in the main building with multiple learning walls, small breakout rooms, moveable furniture, and connection to an outdoor space.
- A new scoreboard for aquatics.
- 10 additional picnic tables for students placed around campus
- 4 new food serving windows were added to the front of campus
- Designs have been completed on the Tea Garden to improve access and create outdoor learning spaces for classes to utilize.
- A construction committee has prioritized Phase 2 and Phase 3 projects, which include capital improvements, remodeling of the performing arts wing, an increase in available lighted athletic fields, and increased student/staff parking.
- Upgrades made to the stadium and fields: Replacement of artificial turf on football field and adjacent practice field natural grass
- Front of school improvement: New lighting for the pathway from El Camino Real to the front of the school
- Renovations to the main building: Directional signs installed around campus and renumbering of rooms to align with common sense and phone extensions
- A general purpose science room was upgraded to a Chemistry lab in 2014
- Additional safety cameras were installed in the 2013-14 school year
- Three modular classrooms and an office/meeting space were installed adjacent to the baseball field
- Four general purpose classrooms and one art classroom added through the renovation of an older building
- A large electronic sign installed at the corner of James and El Camino in the spring of 2012
- In June 2014, district voters approved a $265 million bond.

School Goals

MISSION STATEMENT: *Sequoia High School will provide a stimulating and caring community that encourages respect for diversity and promotes academic and vocational excellence through creative and critical thinking as well as appreciation of the arts. A Sequoia education develops responsibility, communication skills, self-esteem and self-direction, and promotes educational success and lifelong learning for all students.*

ESLRs:

1: All students' academic performance will increase, as demonstrated through the following: a) CAASPP Assessment; b) CELDT; c) students enrolled in one or more IB course; d) students meeting UC/CSU a-g requirements; e) students on-track to graduate.

2: All students will improve their literacy skills as demonstrated through the All-School Literacy Performance Task and subject area lessons involving understanding and responding to an entire writing prompt, comparing and analyzing multiple academic texts, defending claims using academic language, and communicating effectively.

3: All students will improve their mathematical reasoning skills as demonstrated through the All-School Numeracy Performance Task and subject area lessons involving graph interpretation, use of fractions or percentages, decoding word problems, establishing mathematical relationships, and/or finding mathematical solutions in context.

WASC Accreditation History

In the spring of 2012, Sequoia High School went through the WASC Focus on Learning Self-Study process. At that time, the visiting team gave Sequoia a six-year accreditation term and left Sequoia with three School-wide Critical Areas for Follow-up. These areas are addressed in Chapter 3 of this report.

The resulting Sequoia WASC action plan centered on the following Critical Areas for Follow-Up:

1. CST scores indicate limited growth in some areas of Math.
2. Sequoia is in the emerging stages of examining and implementing strategies in differentiated instruction school-wide.
3. Sequoia recognizes a need to close the achievement gap.

The action plan from Sequoia's WASC Self-Study continues to address many important areas for school improvement. The principal and site-based decision making bodies allocate resources based on these critical areas of follow-up.

Follow-up and Progress Report Development Process

The Principal and WASC Coordinator started meeting in the summer of 2014 to discuss data needed and make a plan for the writing of the report. The WASC Coordinator presented an overview of the WASC midterm visit and report and process to staff in August of 2014. Focus Groups met in September of 2014 to review CANs 2 and 3, share lesson plans for writing and numeracy, and work on lesson plans. The Sequoia Leadership Team/Site Council reviewed and gave input on the Progress Report in October of 2014. Departments reviewed and gave input on the Progress Report during department meetings in November of 2014. The Sequoia Leadership Team/Site Council reviewed and approved the final draft in December of 2014. In February 2015, the WASC mid-term visiting team reported on the progress being made at Sequoia on the critical areas of need.

Significant Developments

- In 2014, Sequoia High School was selected by the International Baccalaureate as one of only five high schools across the US to participate in the Bridging the Equity Gap Project funded by the Michael and Susan Dell Foundation. The goal of the project is to increase the number of low-income students, defined by free/reduced lunch status, participating and succeeding in IB by increasing enrollment in IB courses, exam pass rates, and Diploma award rates among low-income students. Throughout the three-year project, Sequoia is working closely with IB consultants to examine data, evaluate our IB program through parent/staff/student focus groups and surveys, create an action plan, make use of new technology, and participate in professional development. The overall goal of the project is that by increasing their success in IB, low-income students will be admitted to and complete four-year university at higher rates, as research shows participation in the IB Diploma Program is linked to college success.
- In 2015, Sequoia partnered with Equal Opportunity Schools to support efforts to increase our number of FRL students in IB classes. In 2016-17 we have enrolled 670 11th and 12th graders in one or more IB classes, compared with 540 in 2015-16.
- A working group of teachers meets twice monthly to develop a program of reform to meet the needs of our long-term English Learners. This subgroup was identified by Site Council and SLT as more likely to fall behind academically. The group has done extensive data analysis and is gathering qualitative data through a series of ethnographic interviews. Based on recommendations from the group, an emphasis on speaking and listening (along with other academic skills) will be implemented during the summer of 2016.
- In 2015-16, Sequoia welcomed a new Administrative Vice Principal, Gary Gooch. Sophia Olliver, formerly an AVP, moved into the role of Instructional Vice Principal.
- For the past five years, *Newsweek* has listed Sequoia High School in the top five percent of high schools in the nation.
- Prior to the cessation of CST testing in 2013, Sequoia secured an API score of 800 for two years in a row for the first time in school history.
- The number of IB Diploma candidates has increased significantly over the past four years, from 29 candidates in 2011 to 46 candidates in 2014. Sequoia's IB Diploma award rate has also improved, from 86% in 2011 to 89% in 2016.
- In late spring of 2013, Sequoia was again awarded the competitive 21st Century Grant for after-school programs to support at-risk students, which gives us $250,000 a year for five years. On average, 126 students utilize the program daily, participating in activities ranging from cooking to yoga. In addition, the school library is open from 7:30 – 8:30 in the morning for tutoring and again from 3:45 – 5:45 for tutoring. Teachers from a variety of subject areas are available to help students with homework. Dinner is also provided, as well as transportation to the Boys and Girls Club.
- Enrollment growth remains steady for the fourth straight year with anticipated gains over the next several years. There is a waiting list of students wishing to transfer to Sequoia via the district's open enrollment process. Ten additional classrooms are currently under construction, including two science labs.
- The Electronic Arts Academy, California's oldest continuous partnership academy, rebranded in 2015 and is now known as the Digital Arts Academy.
- We continue to refine our two-year cohort model, in place sine 2012-13, for our 9th graders needing the most support in math. A group of students has the same teacher or teacher team for two years for Algebra Readiness/Algebra Topics and Algebra I.
- 2012-13 was the first year of our Intervention ELA class, a double-period foundational reading class for 9th and 10th graders who need support with phonics, decoding, and fluency. The class uses

Scholastic's System 44 program and is currently taught by a reading specialist and an education specialist who is also a reading specialist.

- In 2015-16, the Sequoia High School Education Foundation continued to increase the size of its annual campaign by 30% from the previous year, and we are on track to increase the size of our foundation by an additional 15% this year. Annual goals include both a dollar total and a participant total. The school is pleased that donations come from across the school's economic and ethnic spectrum, with families from all backgrounds contributing to support the school's mission.
- The Sequoia athletics department continues to grow in size and stature. We have made a concentrated effort to recruit, keep, and support superlative coaches. As a result, we have seen such teams as football go far in CCS and other teams such as Girls' Water Polo qualifying for CCS for the first time. Most of our teams now compete in the Bay League, which is the most competitive league in the Peninsula Athletic League. We have expanded our athletic teams to include Boys' and Girls' Lacrosse and Girls' Golf as well. The school, along with the Boosters organization, has been essential in assisting our coaches with procuring additional equipment and resources. Our student athletes perform at a high level on and off the field. There are no financial barriers for students to participate in athletics at Sequoia. We are proud that many of our athletes hold high GPAs and exhibit good sportsmanship at every opportunity.
- The AVID program has been steadily growing at Sequoia High School. Ensuring student success for first-generation, historically under-represented students at the college level, AVID enjoys strong support from staff and the community. With economically shifting demographics, it has been a school goal to keep our disadvantaged students well-represented in our most challenging academic classes and to help them meet the UC/CSU a-g requirements. As a result, the program has grown by one new section a year over the last four years. We are in our third year of having two classes of AVID at all four grade levels. The success and growth of AVID at Sequoia has been due in large part to a concentrated effort to inform and recruit students from the feeder schools. Students from the AVID program are now doing recruitment presentations at the feeder schools, and we anticipate doing more collaboration with our feeder schools to prepare future AVID students.
- In collaboration with Stanford University, AVID classes have begun teaching Comparative Studies in Race and Ethnicity in spring of 2016.
- 10th grade Team Ascent was an alternative learning experience for high-risk students during the 2014 summer school session. Students took part in a Team Ascent Algebra I class during regular summer school hours and then transitioned into Team Ascent team-building activities during the afternoon. Our goal is to build relationships of trust and friendship through structured physical activities and field trips. The program is an opportunity for students facing life challenges such as drugs, gangs, and violence to break down social barriers and build relationships with each other, their youth leaders, and mentors. Through Team Ascent, we hope to be able to foster relationships with students and get them to invest in their education at Sequoia.
- In the fall of 2013, Sequoia's IB Coordinator and College & Career Center started holding a number of college informational parent and student presentations that teach families how to navigate the college application process. The workshops are in English and Spanish and are grade-specific. Presentations cover the following topics: financial aid, PSAT and testing scheduling, college affordability, what UCs are looking for in an application, and next steps for students who have been admitted to a four-year university. We also hold a senior student/parent panel for juniors and a community college evening.
- Guidance works with students all four years, as a group and individually, to help prepare them for post-secondary plans and college admission. For the past few years, the Guidance Counselors and College/Career Advisor have used the Internet-based web sites Naviance, California Career Zone, and CSU Mentor for college and career planning. This year we added CaliforniaColleges.edu for career exploration. In the fall semester, freshmen learn to navigate Naviance, School Loop and Infinite Campus (IC). They also create CSU mentor accounts, which they use in the spring semester to input their completed a-g classes. This year the Guidance Counselors used CaliforniaColleges.edu to teach students about career clusters. In the spring semester, freshmen create a four-year plan in

Infinite Campus. In the fall semester sophomores learn their Holland Code Personality Type through CaliforniaColleges.edu. They also go through their transcript in IC to review graduation and a-g requirements. In the spring, they update their four-year plans and research enrichment opportunities. Additionally, they will add more a-g courses to their CSU mentor accounts and start their résumés in Naviance. In the fall, juniors learn about their Myers Briggs Personality Types through California Career Zone and complete a career search through Naviance. In the spring they update their a-g course completion in CSU Mentor, and through Naviance they explore colleges and update their résumés. Additionally, we meet with every junior in the fall who earned a D or F in an a-g class in order to register them for online course recovery. Seniors do more college and career exploration through Naviance. They also use Naviance to create a list of colleges to which they are applying and to research scholarships.

- Guidance counselors, in collaboration with Sequoia's academies and AVID, held a college night. A mini-college fair, a financial aid workshop presented by Cañada College, and an out-of-state colleges workshop created by RACC.
- The Sequoia Aspirations Advocates Program (SAAP) is designed as an intensive 9th grade support system for both individual students and small cohorts of identified at-risk students. A primary focus is placed on adjusting to, succeeding in, and graduating from high school. The Aspirations Advocates Program, designed specifically for Sequoia Union High School District (SUHSD), strives to develop a positive learning environment and provide essential support for students so that all can reach their fullest potential. Starting in the 2014-15 school year, one Sequoia teacher has release time for SAAP to mentor these 9th graders, track their progress, and connect them with academic support and resources. In 2015-16, this coordinator role became a full-time position.
- In 2015-16, an English teacher and a math teacher again have release time provided by the district to coordinate the creation and implementation of Common Core curriculum. In English, the primary focus is on the 11th grade, with the other three grade levels beginning the same work, and on vertical alignment. English teachers are analyzing student work and looking at Common Core assessments. In math, the focus is on Algebra I, using a variety of curricular resources, including CPM and Prentice Hall texts and incorporating Formative Assessment Lessons and Problems of the Month. Algebra I teachers meet weekly to discuss curriculum and student achievement outcomes.
- 2015-16 was the third year that we had our School-wide Numeracy Assessment in December. All students took the same assessment, modeled after a MARS task, and teachers scored these assessments during an in-service day in January. In 2014-15, we continued with our numeracy task in order to understand what our students know about probability and statistics before our first Common Core assessment in the spring of 2015.
- Our Computer Science program and offers Java and SQL and, for the first time, Mobile App Design.
- We have expanded our academic support to 11th grade. We now offer English III Support to students who were in reading support or English SDAIE classes in 10th grade, and we offer a Geometry class with Support co-taught by an education specialist and a general education teacher to students who were in an Algebra Readiness cohort and still need support as 11th graders. We also offer a support class for English III SDAIE students.
- We no longer offer any standalone SDC classes. In most cases, students who previously would have been in SDC classes are now receiving support in mainstream co-taught classes, in Study Skills classes, and through accommodations and modifications.
- Sequoia, along with the rest of the district, is expanding the role of technology in the classroom. All staff members and students have Google accounts. We are using Google Apps as a staff, and many teachers have students use Google Apps for classwork, essays, and presentations. We now have 17 Chromebook carts, each with a class set of 35 Chromebooks. We anticipate purchasing more Chromebook carts in the near future. In addition, we have had teacher-led trainings on various software, apps, and other technological tools.
- In recent years, the Youth Advisory Board, through the Teen Resource Center, has been administering a Needs Assessment survey to a representative sample of Sequoia students to identify areas of

concern for student wellness and mental health. Results of this survey are shared with administration and staff. The Teen Resource Center plans its programs around these results.

Expected Student Learning Results (ESLRs)

ESLR #1: All students will increase their academic performance, as demonstrated through scores on assessments and the percentage of students meeting UC/CSU a-g requirements.

ESLR #2: All students will improve their writing, starting with their ability to understand and completely answer an entire writing prompt as demonstrated through a subject area lesson plan submitted by each course for one of the following: writing a strong thesis statement and introductory paragraphs; summarizing and analyzing.

ELSR #3: All students will improve their mathematical reasoning skills by decoding word problems, setting up mathematical relationships (equations), and/or solving a problem set as demonstrated through a subject area lesson plan submitted by each course for one of the following graphical interpretation; use of fractions or percentages; decoding a word problem; establishing mathematical relations and finding a solution.

Community Background and Influences

Redwood City and San Carlos

Redwood City is a dynamic community. The median household income grew from $66,748 in 2010 to $77,561 in 2011 (per US Census) while the median house value of $517,800 in 2000 grew to $764,5000 in 2013. Redwood City diverse population of 76,815 residents includes the following ethnicities: Caucasian Non-Hispanic (53.9%), Hispanic (31.2%), Chinese (3.5%), African-American (2.5%), Filipino (1.6%), Asian Indian (1.5%), American Indian (1.2%), Native Hawaiian and Other Pacific Islander (0.9%), Japanese (0.9%), Other race (14.0%) and two or more races (4.2%). Approximately 30.1% of the current population is foreign born (18.1% Latin America, 6.7% Asia, 3.9% Europe).

Despite the rapid changes underway in Redwood City, many residents maintain deep roots. Sequoia High School's long history in the community is evident in the active alumni association.

A smaller but significant portion of Sequoia's attendance zone lies in San Carlos, to the north of Redwood City. Sequoia students from San Carlos predominantly attended Central Middle School. The median household income in San Carlos is $118,021 and the median home value is $918,800. Per the 2010 Census, 79.2% of San Carlos residents are Caucasian non-Hispanic and 10.1% are Hispanic.

Parent Community Organizations

Sequoia High School has three functioning parent groups. The Parent Teacher Student Association (PTSA) is comprised largely of Caucasian members. The Parent Center is predominately Latino and Spanish-speaking parents. English Learners Advisory Council (ELAC) is a mandated parent group for schools with large English language learner populations. At Sequoia, members of the Parent Center and ELAC are chiefly the same parents. Sequoia High School is unique in its deliberate inclusion of parent representatives of both predominant communities, Latino and Caucasian, on both of ELAC each hold its own election for a parent representative to sit on the Site Council and SLT.

Community Foundation Programs

Due to the SHS Digital Arts Academy's need for industry partnerships, Sequoia has received various foundation awards as a consequence of our school/industry relationships. From Oracle's funding of Java/SQL sections to supply donations from companies such as Genentech, the school receives support from area foundations and businesses. In addition, Philanthropic Ventures helps to fund AVID sections,

as well as items such as food, clothing, bus passes, and college application and AP/IB testing fees for underprivileged students. Last year, the Eustace-Kwan Family Foundation contributed $165,000 toward the Team Ascent summer program and year-long tutoring program, including the salary of the volunteer coordinator.

Each year for the past few years, a community donor who wishes to remain anonymous has given the school $100,000 to alleviate planned budget cuts. This money funds a number of items, including staff development time, the Building Bonds program, and a Guidance Information Specialist who assists in the copy room and prints the student and staff bulletins.

The Sequoia High School Foundation has been in existence for approximately ten years. SUHSD, through a Foundation for the Future Grant, endeavored to establish a foundation at each of its comprehensive high schools. While the other three high schools had been extremely successful in raising large amounts of money, Sequoia Foundation struggled in the past to obtain a budget of at least $20,000 per year. In the 2008-09 year, the district hired a consultant to re-establish the Sequoia High School Education Foundation. Since its inception, the new Foundation Board has been very active, and the amount received through solicitations and donations has grown significantly. In 2013-14 the SHSEF raised $212,000. Through March.2015, the SHSEF has raised $234,000, well on it's way to meeting it's $250,000 goal by June. In 2008, the Foundation received $1,000,000 from alum Robert C. Powell for enhancement of the International Baccalaureate program and the library. Prior to his death, Mr. Powell also gave $10,000 to the Powell IB Art Gallery. Furthermore, the Foundation has funded an after-school SAT Preparation course, the AVID Southern California college visit trip, accelerated Geometry and Algebra II summer courses, staff innovation grants, PTSA mini-grants, staff luncheons, and coffee and snacks for staff during inservice days. It has also created a scholarship account for DREAM Act students who wish to attend college but do not qualify for financial aid because of their legal status.

Sequoia's competitive 21st Century Grant for after-school programs to support at-risk students, which gives $250,000 per year for five years, was renewed in 2013. SAFE (Sequoia After-School Enrichment) currently offers before- and after-school tutorials, cooking classes, dance classes, Redwood City Parks and Recreation classes, and Cañada Community College classes. Dinner is served every evening, and an average of 125 students per day take advantage of the SAFE offerings.

School/Business Relationships

Sequoia's ongoing relationships with businesses include the Digital Arts and Health Academies' mentorship programs to the Academy students. Sequoia's Partnership Academies provide mentors for participating students in their junior year, the second year they participate in the Academy. Professionals from the Silicon Valley community volunteer to communicate regularly with Sequoia's Academy juniors over the course of one year. A mentor coordinator, who is an Academy teacher, guides the mentors' participation with the students but gives enough freedom to the mentors for them to decide what is important to communicate to students. Mentors meet with Sequoia students at least three times: once for a mock interview, once for a community service project, and once for a day students spend with their mentors at work. Mentors join Sequoia from Cisco Systems, Intuit, Kaiser Permanente, and several other Silicon Valley firms. The program has gotten such positive feedback from mentors that this year over 100 adults were recruited to work one-on-one with Sequoia students. The mentor relationship is one of the main reason students choose to join the Academy.

In September 2014, Sequoia partnered with Facebook to develop and fund two sections of Mobile App Design as an academic class. The partnership includes staff training, curricular development, equipment, and funding for staff through the 2016-17 school year.

Mentors from the community also work with 9th grade students in the BUILD program, which is currently in its ninth year at Sequoia. BUILD is a program that focuses on teaching at-risk youth entrepreneurial skills and helping them learn how to start their own businesses. Mentors from community businesses work weekly with teams of students to help them write business plans, develop products, and prepare presentations. Mentors and BUILD staff also take students on field trips to see businesses in action and to

visit college campuses. Because of the success of BUILD at Sequoia, we are one of the only schools with whom the organization partners for two full classes per year.

School Programs

AVID

AVID (Advancement Via Individual Determination) is a college-readiness system designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

Sequoia has over 200 students involved in the AVID program. The highlights of the AVID program include learning writing and reading skills to boost academic success, working with tutors in specific core subject areas, being a part of a "family" of great students and teachers, visiting prospective colleges, and learning life skills such as resiliency. The teachers of the AVID program are dedicated to making college a viable option for all students.

BUILD

BUILD is a national 4-year entrepreneurship and college preparation program (www.BUILD.org). Freshmen take BUILD as a one-year elective class during 7th period and earn a Junior Master's of Business Administration. During this year, students engage in a dynamic, relevant business curriculum. In teams, students come up with a business idea and write a 20-30 page business plan that they compete with at Stanford at the end of the year. Student teams also have a weekly mentor session with volunteer business professionals from the Silicon Valley community. During the 2nd and 3rd year of the BUILD program, students launch and run their businesses. More than 90% of BUILD businesses become profitable in the first year. In years 2-4 of BUILD, students have individual academic advising, tutoring, SAT/ACT prep and college counseling. BUILD takes students on 2 college tours per year and also offers college scholarships to students. To date, 100% of students who finish the fourth year of BUILD have gone to college.

At Sequoia, there are currently 139 students involved in the BUILD program. Sequoia has one of the highest student retention rates in the BUILD program. In 2012-13, 92 % of Sequoia freshman enrolled in BUILD completed the first year. Nearly all of them (83%) applied and were accepted into the second year of BUILD, known as the Business Incubator. Once in the Incubator, BUILD consistently retains more than 90% of students year to year.

DIGITAL ARTS ACADEMY

The Digital Arts Academy is a school within a school at Sequoia High School serving students from 10th through 12th grade. Our focus is to provide students with a technology infused, personalized learning experience while preparing them for college and a technology related career. We offer direct career pathways, extra support and high expectations all in a fun learning environment.

Our funding comes from the State of California as a grant and is matched by the school district and our industry partners. This allows us to keep our class size at an average of 25 students, to include technology skills and hands on experience in our curriculum, and to provide extra support for students in need.

Teachers in the Academy are also well supported and have time to meet and collaborate. Teachers have the opportunity to plan cross-curricular, technology rich projects as well as identify students who need extra help in taking themselves to the next level. Together they pool resources to enhance learning and challenge students to perform at their best.

The Academy provides a rigorous academic experience that focuses on helping students complete the A-G college requirements. In addition to the Academy core classes, English, Science and Social Studies, students are required to take a Technology elective. This elective will vary each year depending on the student's career path or college focus.

During their junior year, students participate in the Mentor Program. Here students are paired with a professional who works in Silicon Valley. Through a series of structured activities such as job shadowing, a career fair, resume writing, and mock interviews, students learn valuable job skills and business etiquette from professionals in the real world.

HEALTH CAREERS ACADEMY

The mission of the Sequoia Health Careers Academy is to provide a rigorous, equitable and interdisciplinary academic program that prepares students for college level study in health care fields or a career in health care upon graduation. Our program achieves this mission by fostering a personalized learning community and building strong partnerships with the health care industry, the community, and institutes of higher education.

The Health Careers Academy currently has over 143 students enrolled in the program. Over 85% of these students are ‘at-risk’. Students take some core classes as a cohort: English, History, and Science, and one C.T.E. (Career Technical Education) elective. C.T.E. electives are Medical Clinical I for sophomores, Health Professions for juniors and Medical Clinical II for seniors, .

INTERNATIONAL BACCALAUREATE

The IB program is an 11th and 12th grade educational option for the academically motivated student: one who doesn’t mind hard work, is self-motivated to give 100% effort on every assignment, has good time management and resource management skills, is emotionally and academically mature and most of all, one who enjoys learning for the sake of the learning experience. At the centerpiece of our curriculum, IB focuses on development of exemplary analytical, critical thinking and writing skills, all from an international perspective.

The benefits of this program are many. The primary benefit is the outstanding academic preparation for college success. Students who take IB classes typically write at the college sophomore level. Secondarily, the University of California system-wide, offers students who earn the IB Diploma with a total exam score of 30 or higher (24 is the minimum score to receive the diploma) 20 semester credits or 30 quarter units. These units can be applied toward their UC undergraduate degree. This means that IB Diploma graduates can use that “reward” year for study abroad, to double major, or

for any other life enhancing activities they might choose. Many other universities have similar policies.

The IB curriculum can be accessed two ways. Full diploma students complete six IB course offerings with corresponding exams and must satisfactorily complete the CAS, EE and TOK requirements. Certificate students opt to take one or more IB course offerings with exam(s).

JAVA
Last year, a course teaching JAVA was made possible by a grant from Oracle. The course was so popular that this year a second section was added. This course receives CTE credit and prepares students to use JAVA in the work place.

SAFE
SAFE is an after school program that provides enrichment and support to Sequoia's student body. Operating every week day from 3:15 - 6:00 PM, SAFE gives students a safe place to be after school. Students can visit the library to get help from teacher tutors with homework, improve their culinary skills, unwind with yoga or wind up with Zumba. Snacks are provided, as well as transportation home when it is needed.

ONLINE CREDIT RECOVERY
School after school is a program that allows students to work with a teacher after the regular school day to catch up on units that they have missed and need to re-take. This program is open Monday through Thursday until 5:30 in the afternoon.

TEAM ASCENT
Team Ascent is an alternative learning experience for an at risk group of freshmen and sophomores that promotes the individual's development of integrity, knowledge and character development. This group of freshmen and sophomores, who face life challenges of gangs, drugs, and violence, have the opportunity to break down social barriers and build relationships with each other and youth leaders / mentors. The program starts in the summer prior to freshmen year when students participate in an extended COMPASS day that includes homework help, enrichment, exercise and field trips. Participation is voluntary. Follow up tutoring support is provided for students during the school year.

TEEN RESOURCE CENTER
The Sequoia Teen Resource Center serves the Sequoia High School student population and their families. It is a collaborative effort between Sequoia Union High School District, Redwood City 2020, Human Services Agency, and Youth Family and Enrichment Services.

The Center offers free confidential counseling and case management services, parent and student workshops, health promotion activities, and an array of youth leadership opportunities through our youth development programs. The staff is committed to providing quality services and programs that meet the needs of students and their families. The Center is open every weekday from 8:30 a.m. to 5:00 p.m.

The Center partners with Sequoia District Wellness Center located on the Sequoia High School campus, in the parking lot on James Street. The Wellness Center is a satellite clinic of San Mateo Medical Center and provides health care services to youth 12-21 years of age.

BUILDING BONDS

Working through the Leadership classes, Building Bonds pairs each ESL I, II and III student with a school buddy. Building Bonds does bi-weekly team building activities and several field trips to help connect new second language learners to the school community.

ATLAS

Academic Tutoring and Leadership at Sequoia was launched in the spring of 2012. ATLAS is a donor funded program that connects volunteers with opportunities throughout the school. In two year's time, 200 volunteers have been cleared, trained and put to work doing everything from serving as a photography coach, to tutoring students after school, to working with students in AVID, Team Ascent, Compass, SAFE, English and ELD classes. Through ATLAS, Sequoia High School has partnered with Stanford University to bring undergraduate interns and teaching fellows aboard to enhance summer enrichment programs such as IB Summer Bridge and Team Ascent.

ENROLLMENT DATA IN SCHOOL PROGRAMS

Enrollment in most of our programs has increased over the last five years, and we have added two new programs as well.

*In recent years, we have started offering fewer ICAP courses as we have made more classes, such as Biology and World Studies 1/2, heterogeneous. This could explain the decrease in total ICAP/IB enrollment since 2011-12.

Other Programs						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Academy	229	230	276	281	295	290
AVID	189	212	220	216	225	219
BUILD	73 (all grades)	94 (all grades)	49 (9th graders only)	49 (9th graders only)	60 (9th graders only)	89 (all grades)
ICAP/IB*	743	1101	1081 ICAP: 462 IB: 619	966 ICAP: 425 IB: 551	959 ICAP: 438 IB: 521	1323 ICAP:783 IB:540
Migrant Ed.	77	66	44	47	49	53
Upward Bound	42	34	63	60	63	61
Team Ascent	32	38	52	66	57	62
SAFE	1379	1527	1560	1532	1124 (as of 11/14/14)	24,778
Face	*New program in 2014-15*					60
Teen Resource Center: Crisis, individual, or family counseling	133	151	135	148	60 (as of 11/14/14)	
TRC: Support groups	22	21	27	11	10 (as of 11/14/14)	14
TRC: Peer Mediation	17	26	18	18	8	9
TRC: Youth Advisory Board	22	27	16	13	13	11
TRC: Healthy Sequoia	11	15	13	4	NA	8
TRC: Health Fair	509	689	406	565	Fair scheduled for 2/9/15	814
TRC: AmeriCorps Mentor/Tutor		47	48	54	41	63
TRC: Leadership & Resilience Group	*New program in 2014-15*					16

Sequoia High School has each of the following State and Federal programs in place:

EIA
Economic Impact Aid (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the LEA applicant.

TUPE
TUPE works in conjunction with the Teen Resource Center to educate teenagers on the dangers of tobacco use. TUPE funds help support the work of the Youth Advisory Board.

SCHOOL SAFETY
The School Safety and Violence Prevention Act establishes programs and strategies that emphasize violence prevention among children and youth in public schools.

Socioeconomic Status

Free/Reduced Lunch Status

2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
1012	53.2%	763	37.6%	945	46.7%	965	47.5%	1021	48.8%	1074	51.9%

The percentage of students qualifying for free or reduced lunch hovered around 50% for many years, but we saw a dramatic decrease at the start of 2011-12. Numbers increased again in 2012-13 but have not gone back up to 50%.

Title I

Title I is a federal program designed to assist students who are economically disadvantaged and reading below grade level. As of fall 2014, 55.3% of our students are eligible for Title I services. At Sequoia we are making every effort to address the needs of the whole student. This involves academics, but often may include basic needs such as food and clothing. Sequoia High School is a Title I school that focuses supplementary services on specific children. Our goal is to improve the academic success of Title I students in the rigorous core curriculum.

Students become eligible for Title I services in SUHSD through the following criteria:

- Students scoring Far Below Basic or Below Basic on the CST in Math and/or English-Language Arts (last taken in 2013);
- 11th and 12th graders who have not passed the CAHSEE;
- Students who are extremely credit deficient: At the start of the year, sophomores with <45 credits (reclassified as freshmen), juniors with <105 credits (reclassified as sophomores or below), and seniors with <105 credits (reclassified as juniors or below).

The Title I program supports the following services for eligible students to promote success in the core curriculum:

- Staff development to better serve Title I students;
- The Sequoia Parent Center: Ongoing support for parents to engage in training and volunteerism, and to receive support in navigating the school's systems;
- Coordination of the SST process;
- Coordination of services and clerical work to support Title I students and families;
- Tuesday night open lab and education sessions for families.

Title I Students					
2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
67.1%	59.2%	59.4%	57.6%	55.3%*	54.6%

Most years, between 50% and 60% of our student body qualifies for Title I services.
*This percentage will rise this year as additional students move into the program – those who fall behind in credits and 10th graders who do not pass the CAHSEE.

Program Improvement (PI) Status

As a school receiving Title I funds, Sequoia High School is directly impacted by the accountability regulations of the No Child Left Behind Act educational reform effort. Under NCLB of 2001, Sequoia High School was identified as a Program Improvement (PI) school in Year 1 for the 2005-06 school year. The school did not make federal Adequate Yearly Progress (AYP) for two years in a row; therefore, the school was identified as PI that year for the following reason:

- The school, or one of more subgroups of students, did not meet the required participation rate in the state's California High School Exit Exam; 95% were to be tested, and Sequoia tested 94.7%. However, Sequoia High School exceeded the state and federal academic targets in English-Language Arts and math.

In 2005-06 and 2007-08, Sequoia High School met our API targets. In addition, Sequoia High School met our AYP in 2005-06 and 2006-07, exiting us from Program Improvement. However, we did not meet our AYP for 2007-08; the English Learners subgroup did not meet the AYP Percent Proficient in English-Language Arts. Furthermore, as the barometer has been rising, Sequoia Union High School District as a whole did not meet AYP for one or two subgroups during 2006-07 and 2007-08, putting the district into Year One of Program Improvement in the 2008-09 school year.

NCLB requires each state to establish a statewide system of support and help for districts with PI schools. The intent is to ensure that all students enrolled in the PI schools meet the state's academic content and achievement standards. This system, in California, is called the Statewide System of School Support (S4). In 2008-09, Sequoia High School started working with Action Learning Systems, which evaluated the effective components of our Local Educational Area (LEA) Plan. In 2008-09, Sequoia did not make our AYP in English-Language Arts for the subgroups of Latino, EL and Socio-Economically Disadvantaged students. In 2009-10, we did not meet our AYP in math for the same three subgroups. In 2010-11, we did not meet our API growth target. In addition, we did not meet the AYP criteria in English-Language Arts or math for the subgroups of Latino, EL, and Socio-Economically Disadvantaged students. As of 2013-14, we still have not met our AYP growth targets and our AYP targets of 100% proficiency. Both Sequoia High School and the Sequoia Union High School District remain in PI per the provisions of NCLB.

Below are some of the interventions that we have put into place:

- 9th and 10th grade students reading more than three years below grade level who need foundational skills are enrolled in a double-block reading class called Intervention ELA, which uses Scholastic System 44 and focuses on decoding, phonics, and oral fluency. 9th and 10th grade students reading more than three years below grade level who do not need decoding and phonics instruction are enrolled in a double-block English and reading class called English Intensive, which uses Scholastic Read 180 and grade-level English coursework and focuses on reading comprehension. Students in both groups take these classes in place of grade-level English classes.
- 9th and 10th grade students reading two or three years below grade level are enrolled in a grade-level English class and an English Support class.
- All 9th graders not prepared for Algebra I are enrolled in Algebra I and an Algebra Support class. The exception to this is the 9th graders whose MDTP (Math Diagnostic Testing Project) scores indicate that they need review of basic math skills; those students are enrolled in a double-block class of Algebra Readiness or Algebra Readiness LEP.
- ELD students are enrolled in a double-block of ELD/ELA, utilizing the Milestones and English in Action curricula.

Chapter Two

Student / Community Profile: Overall Summary

a. Implications of Data
b. Critical Needs
c. Important Questions

Implications of Data

Based on performance data and student work, our school as a whole (including all of our significant subgroups) has seen growth in performance on standardized tests. There is, however, still room for growth for all students. As has been the case historically, our EL, RSP, and Title I students are not performing as well as their peers. A focus of our efforts has been helping these groups of students (Critical Area of Need #3 in our WASC Self-Study).

The API of our students overall went up in 2013 (the last release by the state of API scores for schools), including a 9-point gain for Hispanic students and a 37-point gain for SWD. Other significant subgroups dropped, most notably EL students whose API dropped by 4 points. This gap between subgroups in their performance indicates a definite need to keep working to close the achievement gap. CST scores in most subject areas as well as CAHSEE ELA and Math scores demonstrate this gap.

From 2013-14 onward, our primary data for student performance is limited to the CAHSEE Mathematics results for 10th graders. Trends over the last three years demonstrate steady growth, with 71.2% of all students scoring proficient or advanced in 13-14 compared to 67.8% in 11-12. Even more encouraging is the 7% gain for English Learners scoring proficient or advanced in math over that same time period.

With the loss of CST data as a measurement, we have begun to look closely at UC a-g eligibility as an indicator of our success in closing the achievement gap. This is aligned to our schoolwide Goal #1 as well as the SUHSD dashboard. From 2011-2014, our rate of students graduating having met their UC-a-g requirements at Sequoia has grown from 38.4% to 63.7%.

We are also looking closely at percentage of students enrolled in one or more IB courses during their time at Sequoia. The district dashboard data is informative, though we have dug deeper through our work in the IB Equity Gap project. Compared with the 77.8% of students in the 13-14 graduating class who took 1 or more IB courses, only 26.7% of our students qualifying for the free and reduced lunch program were enrolled as 11th graders in one or more IB courses in 2013-14. The IB leadership team at Sequoia has developed an action plan to be implemented over the next two years targeting this gap.

Finally, analysis of data by our Site Council and SLT have demonstrated significantly higher percentage of long-term EL students falling behind in their progress towards graduation as indicated by 2 or more D/F grades. Efforts to address the needs of this student are underway, specifically looking at increasing explicit language instruction and the use of targeted academic language across curriculum.

Additional implications of the data with respect to student performance:

- CAHSEE has been suspended indefinitely as a measure of student progress by the CDE.

- We need to ensure that all staff members have the tools to support all students in vocabulary, reading, writing, and math.

· We need to continue to familiarize students with the format and types of questions they will see on standardized tests, including the Smarter-Balanced digital assessments aligned with Common Core State Standards.

· We should strive to maintain or increase the amount of academic support available to students in honors classes such as our Summer Bridge program, AVID, and the SAFE after school tutorials, as it appears that the support is making a difference.

· Because 60% of our students have parents who did not attend college, we need to continue to provide information for all students about college and what they need to do to get into college.

· In first semester of 2013-14, the average freshman GPA was 3.07, with 79.9% of students completing 30 or more units. Of this group, 63.1% completed the thirty units with all Cs or better. At the end of 2012-13, the average freshman GPA was 2.73 and 81.1% of 9th graders had successfully completed 50 or more units. 50.4% did so with grades of C or better. This figure was a 10% gain from the previous year, when in 2011-12, 71.2% of freshmen finished the year with 50 or more units and 40.9% did so with all Cs or better. In 2010-11, 38.2% of freshmen finished the year with 50 or more units of Cs or better and 64% with Ds or better. To continue this upward trend, we need to sustain and grow our offerings of summer supports and continue strategic interventions, such as Systems 44 and co-teaching, to help all ninth graders finish their freshman year with 50 or more units of C or better.
In 2013-14, approximately 71.2% of our sophomore students scored Proficient or Advanced on the Mathematics portion of the annual California High School Exit Exam (CAHSEE). This performance continued to reflect continued growth by our students in this category over the past four years.

- In 2013-14, approximately 58.3% of our sophomore students scored in the Proficient or Advanced range on the English/Language Arts portion of the CAHSEE, reflecting a drop from the previous year and though consistent with general upward trend over the past four years.

Though scores on our annual school-wide expository essay have shown improvement I student writing, there are still a large number of students who are not earning passing scores, which indicates that further practice and a continued school-wide focus on writing is necessary.
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The percentage of 11th graders who are ready for college English, according to the CSU EAP, has steadily increased over the last few years, but the number is still at about 35%, indicating that the majority of students need more writing instruction and practice in order to prepare for this exam.

· Numbers of students demonstrating college readiness on both the English and Math CSU EAP exams have increased, indicating that the recent emphasis we have placed on this exam is having a positive effect.

· There is a high percentage of Latino 11th and 12th graders taking the CAHSEE. We need to start direct CAHSEE support for these students earlier in their high school careers.

· We need to provide more information about and assistance with the SAT to our students. Having all 10th and 11th graders take the PSAT during the school day is a good start.

· Revision of the district graduation requirements to become more closely aligned with the UC a-g requirements would benefit students.

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Critical Needs

Critical Academic Need #1: All students will increase their academic performance, as demonstrated through scores on assessments and the percentage of students meeting UC a-g requirements.

Related items in Action Plan:

- A.2.d – Create and implement a method to assess and monitor student achievement of the ESLRs.

Progress:

- Summer Geometry and Algebra II enrichment classes: In the summer of 2014, we offered enrichment classes in Geometry and Algebra II to help students accelerate and meet UC/CSU a-g requirements.
- GMRT growth: Since we started administering the GMRT in 2011-12, the percentage of 9th graders whose scaled scores improved between pre-test and post-test has increased each year, up almost 5% over the three-year period. The percentage of 10th graders whose scaled scores improved decreased between 2012-13 and 2013-14 but remained higher than that of 9th graders.
- Increase in percentage of graduates completing UC/CSU a-g requirements: Overall, between 2009 and 2013 the percentage of graduates completing UC/CSU a-g requirements increased by about 10% to 51.2%.
- Increase in 9th grade average GPA: Between 2011-12 and 2013-14, the average first semester GPA for 9th graders increased from 2.56 to 2.75.
- Increase in 9th graders with 30 units or more at end of first semester: Between 2011-12 and 2013-14, the number of 9th graders with 30 units or more (students who passed at least six classes) at the end of the first semester increased by almost 6%.
- Starting in the spring of 2015, mentors from Cañada College will be working with a group of twenty 9th graders who are on the cusp of meeting their a-g requirements and are not involved in any other academic support programs.

Gates McGinitie Reading Test Growth

This chart shows the percentage of students who demonstrated growth in scaled score on the GMRT. In the 2013-14 school year, 9th graders took the test in August and May; 10th graders took the test in May of 9th grade and May of 10th grade. Prior to that, 9th and 10th graders took the test in August and in April or May.

	2012-13	2013-14	2014-15
9th grade	72.9% (354 students total)	75.1% (425 students total)	75.6% (408 students total)
10th grade	80% (399 students total)	76.8% (327 students total)	77.1% (401 students total)

*Only approximately 1/3 of 10th graders in 2011-12 had both fall and spring scores. This was the first year of administration, and the District did not require schools to give the GMRT to all students in the spring.

12th Grade Graduates Completing UC/CSU a-g Requirements	
Graduating Class	Percentage of Students
2010	41.5%
2011	38.4%
2012	52.5%
2013	51.2%
2014	63.7%
2015	70.0%

9th Graders: First Semester GPA and Credits Earned			
	Enrollment	Average GPA	Percentage with 30 units or more
2012-13	451	2.76	82.3%
2013-14	505	2.75	80.4%
2014-15	511	2.82	81,4%

CAHSEE: Percentage of 10th Graders Passing			
	2011-12	2012-13	2013-14
English-Language Arts	82%	86%	84%
Math	86%	88%	90%

Critical Academic Need #2: All students will improve their literacy skills, starting with their ability to understand and completely answer an entire writing prompt as demonstrated through a subject area lesson plan submitted by each course for one of the following: writing a strong thesis statement and introductory paragraphs; summarizing and analyzing.

Related items in Action Plan:

- A.2.c – Departments will analyze student work that demonstrates achievement of the academic standards or ESLRs four times a year.
- A.2.d – Create and implement a method to assess and monitor student achievement of the ESLRs.

Progress:

- In 2014, our annual All-School Expository Essay was modified into an All-School Literacy Task aligned with CAASPP. Toward the end of first semester, all students respond to a written prompt using evidence from a provided text, The staff scores these essays during a staff development day in January.
- We have also continued having each class, in every subject area, complete at least one writing assignment in response to a prompt each semester so that students see a variety of writing assignments in different contexts.
- Time is built have built time into our staff development calendar each year for departments to analyze student work from literacy assignments. This student work analysis occurs during collaboration meetings.
- The percentage of students earning a passing score on the All-School Literacy Task has demonstrated that, in general, 12th grade has the highest percentage of passing scores and 9th grade has the lowest percentage of passing scores. Deviation from this pattern may be due to the difficulty level of the essay prompt(s) for a certain year.
- In addition to the raw scores assigned to the student scores, staff reflects on trends observed in the literacy task in order to inform the lessons created by curricular teams.

Students earning passing scores

2011-12 Students Earning Passing Essay Scores					
	9th grade	10th grade	11th grade	12th grade	*Total*
Number of students	176	227	236	208	*847*
Percentage of students	35.3% (499 students total)	44.9% (506 students total)	56.1% (421 students total)	57.5% (362 students total)	*47.4% (1788 students total)*

2012-13 Students Earning Passing Essay Scores					
	9th grade	10th grade	11th grade	12th grade	*Total*
Number of students	227	315	227	224	*993*
Percentage of students	59% (385 students total)	70.5% (447 students total)	53% (428 students total)	58.8% (381 students total)	*60.5% (1641 students total)*

2013-14 Students Earning Passing Essay Scores					
	9th grade	10th grade	11th grade	12th grade	*Total*
Number of students	135	184	290	288	*897*
Percentage of students	30.3% (446 students total)	44.2% (416 students total)	70% (414 students total)	74% (389 students total)	*53.9% (1665 students total)*

2014-15 Students Earning Passing Essay Scores					
	9th grade	10th grade	11th grade	12th grade	*Total*
Number of students	188	203	269	290	*970*
Percentage of students	39.2% (479 students total)	49.4% (411 students total)	68.8% (391 students total)	76.9% (377 students total)	*58.5% (1658 students total)*

2015-16 Students Earning Passing Essay Scores					
	9th grade	10th grade	11th grade	12th grade	*Total*
Number of students	196	210	290	288	*984*
Percentage of students	39.8% (492 students total)	44.4% (473 students total)	71.8% (404 students total)	76.2% (378 students total)	*56.3% (1747 students total)*

What We Know	What We Want to Know	What We Have Learned
There are many opportunities for cross-content collaboration There are ample opportunities to actually accomplish these Literacy: Students benefit from pre-writing activities to help them organize their thoughts Numeracy: Students need help scaling the axis. Performance task on a computer, in April. Numeracy and Literacy can apply to every subject Numeracy and Literacy can be taught at every level Numeracy and Literacy should be incorporated across all disciplines to ensure our students' success	How can students use the skills gained here to craft data-gathering experiments of their own. Could there be school-wide strategies or language around strategies for literacy and numeracy? How can we make numeracy less forced in some subjects? What are numeracy vs math skills we need to focus on? More ideas for different subjects More effective ways to integrate these tasks into our curriculum	We work with great teachers We are all working toward literacy and numeracy in a variety of creative ways. Some ideas from other departments Most teachers need to plan how to integrate other curriculum into their subject. There are many ways to incorporate numeracy in a non-math class. Students can use analysis of data to draw conclusions and make claims about those conclusions. Ethan's numeracy lesson enabled students to use fractions and decimals through both theory and application. Great lessons

Cameron Farris: Charting equity in action in IB Eng classes Ethan Sanford: Students struggle with using fractions Kids need to build specific literacy and numeracy skills Parts of task (especially literacy) Strengths and weaknesses of our students (collectively) Lots of reading Open ended questions with multiple choice/correct answers Essay/performance task Have to explain/justify with evidence and data Pre-lesson with front loaded content Kids need endurance to do all the reading Our students need more practice to develop their skills in analysing evidence and addressing counterclaims CPM Geometry ties in well with Common Core Without academic vocabulary, you can't do the basics, so learning to use the terms correctly/appropriately is key. If students don't read, they cannot work through the problems.	What numeracy would look like in a subject other than math Are our lesson plans truly impacting our students? Meaningful numeracy that actually fits in every subject (not much grade level math in music…) How specific or broad are the skills tests on SBAC? How to collaborate across disciplines to do this How much content knowledge do students need What background information do students have? How best to implement lesson across the curriculum - scaffolds? How can real-life skills be incorporated into ELD classes?	Literacy should be infused in all subjects/curriculum Music dept. does a lot of literacy Cool lessons that other people used: Timelines of feelings, analyzing topics of interest in science, using mars tasks to promote numeracy and literacy. Problem solving math is clearly connected to language - Literacy and numeracy require specificity. With the lessons that were presented, we were hitting the bullets of organizing evidence and making a claim. The structure that each subject area uses for organizing writing was quite varied.

Critical Academic Need #3: All students will improve their mathematical reasoning skills by decoding word problems, setting up mathematical relationships (equations), and/or solving a problem set as demonstrated through a subject area lesson plan submitted by each course for one of the following graphical interpretation; use of fractions or percentages; decoding a word problem; establishing mathematical relations and finding a solution.

Related items in Action Plan:

- A.2.d – Create and implement a method to assess and monitor student achievement of the ESLRs.

Progress:

- In the 2012-13 school year, we started having each class, in every subject area, complete a numeracy lesson each semester.
- We have built time into our staff development calendar each year for departments to analyze student work from numeracy lessons. This student work analysis occurs during collaboration meetings.
- In the 2013-14 school year, we had our first annual All-School Numeracy Assessment, based on a MARS task. All students took the same assessment. The staff scored these assessments during a staff development day in January. At least two staff members scored each assessment.

2013-14 Students Earning Passing Numeracy Assessment Scores					
	9th grade	10th grade	11th grade	12th grade	*Total*
Number of students	181	188	218	204	*791*
Percentage of students	42.4% (426 students total)	48.1% (391 students total)	54.6% (399 students total)	54.8% (372 students total)	*49.8% (1588 students total)*

2014-15 Students Earning Passing Numeracy Assessment Scores					
	9th grade	10th grade	11th grade	12th grade	*Total*
Number of students	167	180	229	244	*820*
Percentage of students	39.2% (479 students total)	49.4% (411 students total)	68.8% (391 students total)	76.9% (377 students total)	*49.4% (1658 students total)*

2015-16 Students Earning Passing Numeracy Assessment Scores					
	9th grade	10th grade	11th grade	12th grade	*Total*
Number of students	174	203	218	293	*888*

Percentage of students	35.3% (492 students total)	42.9% (473 students total)	53.9% (404 students total)	77.5% (378 students total)	*50.8% (1747 students total)*

Important Questions

1. What instructional strategies are working well for our EL, Title I, and Special Ed. students?
2. How can we effectively use the results of common assessments exams to guide instruction and inform re- teaching of concepts?
3. How can we best help the many students testing at CELDT level Intermediate progress to a higher proficiency?
4. How can we best support these same students in academic achievement (grade data) on pace with their peers?
5. How do we continue to stress the increasing importance of the CSU EAP so that students do not have to take remedial classes before entering college?
6. Has offering support classes improved passing and proficiency rates for students?
7. What strategies are most effective for improving CELDT level for long-term EL students every year?
8. How can we motivate and support student performance on standardized tests using the new SBAC model?
9. How do we continue to increase the percentage of freshmen finishing the year with 50 units of C or better grades?
10. What supports will best enable traditionally underrepresented students to succeed in IB coursework?

Chapter Three

Progress Report

Progress Report

Overview of Progress Report

Our site-based governance bodies (Sequoia Leadership Team and Sequoia Site Council), focus groups, and subject-area departments have all worked together to move Sequoia High School forward and provide a quality education for all students. We are using the recommendations from the 2012 WASC visit to continue to guide our work toward our goals.

The 2012 WASC visiting team listed many Areas of Strength for Sequoia High School and left us with three Critical Areas for Follow-up.

Following are some of the work we are doing in relation to these Critical Areas for Follow-up, as reported during the 2015 WASC Interim Study. A revision of our School Action Plan is underway in anticipation of the 2017-18 WASC visit

Report on School-Wide Action Plan Progress

1. **CST scores indicate limited growth in some areas of Math.**
   Related items in Action Plan:
   - A.2.c: Departments will analyze student work that demonstrates achievement of the academic standards or ESLRs four times a year.
   - A.2.d: Create and implement a method to assess and monitor student achievement of the ESLRs.
   - (Math Action Plan) A.3.a: Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups.
   - (Math Action Plan) A.3.b: Identify areas of concern, by cluster, standard, and objective in Math and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
   - (Math Action Plan) A.3.c: Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Math standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data.
   - (Math Action Plan) A.3.d: Report student performance in Math to all stakeholders; provide feedback to students; provide feedback to parents.
   - (Math Action Plan) B.6.b: Ensure daily lesson coherence in Math between strategic support and core classes.
   - (Math Action Plan) C.3.c: Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Math.

- (Math Action Plan) C.4.c: Determine appropriate standards-based materials and research-based strategies to increase student engagement in Math.
- (Math Action Plan) C.5.a: Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core Math classroom.
- (Math Action Plan) C.6.a: Ensure additional daily time is provided for intensive intervention in Math.
- (Math Action Plan) C.6.b: Ensure additional daily time is provided for strategic support classes in Math.
- (Math Action Plan) C.6.d: Ensure there are sufficient intensive intervention and strategic support classes in Math to meet the needs of all students requiring intervention or support in math.

Progress:

- CAN regarding numeracy: In the spring of 2012, Sequoia's staff and SLT/Site Council approved a third CAN/ESLR/School Goal to address this area of growth. Now each department participates in improving students' mathematical reasoning skills by decoding word problems, setting up mathematical relationships (equations), and/or solving a problem set in context as demonstrated through a subject area lesson plan submitted by each school course for one of the following: graphical interpretation, use of fractions or percentages, decoding a word problem, or establishing mathematical relations and finding a solution.
- All-school numeracy assessment: Since 2013, students took an all-school numeracy assessment based on a MARS style assessment similar to what they will encounter on Common Core (i.e., SBAC) assessments in April 2015. Each January, we spent our in-service days scoring their work. Doing so not only gave students feedback on their numeracy, but it gave our staff an opportunity to work on the Common Core example on which the question was modeled.
- Numeracy lessons across the curriculum: In order to emphasize the importance of numeracy and to prepare students for the all-school numeracy assessment, all teachers teach at least one math lesson in each of their classes. Teachers submit these lesson plans to a folder on our staff share drive. In March 2016, staff met in cross-curricular teams to review numeracy lessons
- Math department collaboration: At a district level, math departments have created pacing guides, have been trained in Direct Interactive Instruction (DII), and are preparing for the Common Core.
- 11th grade reading and math intervention: In 2014-15, we started a reading and math intervention class for students who, for two years, were in Intervention ELA (foundational reading skills/phonics and decoding) or English Intensive (reading comprehension) and Algebra Readiness/Algebra Topics/Algebra I. This class is co-taught by a reading specialist and a special education teacher. They continue teaching the foundational reading that the students need and also support the students directly with their English III coursework.
- Geometry Support class: In 2014-15, we started a Geometry Support class for 11th graders who were in Algebra Readiness/Algebra Topics as 9th graders and in Algebra I as 10th graders.
- Looping in Algebra Readiness/Algebra Topics: In 2012-13, we began looping in Algebra Readiness/Algebra Topics (9th grade) to Algebra I (10th grade). This practice provides continuity for both teachers and students. The continuity allows teachers to differentiate instruction. The double-period schedule with smaller class sizes and co-teaching with education specialists in most classes allow for more opportunities for individual attention.

An LEP section of Algebra Readiness/Algebra Topics loops to Algebra I as well.

- AVID Summer Math: AVID Math is a summer math course designed to get students ready to take Geometry in their 9th grade year. It is for students who took Algebra I in 8th grade and needed or wanted to bolster their Algebra knowledge before entering high school Geometry. This developed from A-learn, which ran from 2010 to 2012.
- Tri-district summer Math Institute: This program started in the Summer of 2013 as a program between Redwood City Elementary School District and SUHSD. Its aim is to help rising 8th graders develop their skills to be successful in Algebra I. A-Learn helped to fund this program.
- Summer Algebra I review: In 2014, we offered a two-week summer Algebra I review course. These students took Geometry in 9th grade and were recommended by their math and AVID teachers to review main Algebra I skills before going into Algebra II. The curriculum included individualized review through Khan Academy and the online class "How Students Learn Math for Students" by Jo Boaler at Stanford.
- Geometry preparation course: In the summers of 2013 and 2014, Sequoia offered a two-year Geometry preparation course for McKinley students. The course was co-taught by a Sequoia math teacher and a McKinley math teacher. During the summer after 7th grade the students were prepared to take Algebra in the 8th grade, and during the summer after 8th grade they were prepared to take Geometry in the 9th grade.
- Math placement: Guidance counselors use MDTP (Mathematics Diagnostic Testing Project) results or proper readiness assessments for proper math placement for all new students coming to Sequoia (i.e. Geometry readiness, Algebra II Readiness, etc.).

2. Sequoia is in the emerging stages of examining and implementing strategies in differentiated instruction school-wide.

Related items in Action Plan:

- B.2.h: Provide more time to departments to look at individual student data in order to tailor the curriculum to meet student needs.
- D.5.j: Provide opportunities for training on and implementation of differentiated instruction. Identify best practices in differentiation among Sequoia staff and share these best practices with the staff.

Progress:

- Department release days: In September of each year, each department has a release day to analyze individual student assessment and demographic data in order to learn more about the needs of individual students, create equity cards, and create seating charts. In addition to doing this work, the World Language department also looked at "best practices" and collaborated vertically and horizontally to better serve student needs. In 2015, departments worked with IB Approaches to Teaching and Learning .
- Aide training: In 2015-16, the department began held training for aides and the teachers with whom they work in order to facilitate collaboration and help teachers utilize aides to differentiate instruction within the classroom, especially in classrooms with large numbers of students with disabilities.
- Co-teaching: Co-teaching (partnering a general education teacher and an education specialist) has further allowed teachers to differentiate their instruction. For example, teachers can divide the class into groups by ability level or take a group of students into a different room to review or extend instruction.

- Achieve 3000 (TeenBiz): The ELD department uses an online program called Achieve 3000 that assesses a student's lexile level and then provides him or her with articles and practice with vocabulary and reading comprehension at that level.
- Read 180 and System 44: The English department uses two Scholastic programs for reading intervention, Read 180 and System 44. Each program has a software component that individualizes instruction based on level in reading comprehension and phonics, respectively.
- Help Math: The Algebra Readiness and Algebra Support classes use a computer program called Math 180, which individualizes instruction based on a pre-assessment and allows students to work at their own pace.
- Guidance department instructional videos: In 2014-15, the Guidance department created instructional videos to teach students how to access Infinite Campus, School Loop, Naviance, and the California Colleges website so that students can look back at the videos and work at their own pace during Guidance presentations.
- Algebra I videos: The Algebra I lead teacher records an explanation of each homework assignment and posts the video on School Loop so that students can access it and review when needed.
- Heterogeneous science classes: Biology and Physics classes are now grades 9 through 12, and teachers are exploring how best to differentiate instruction.

3. Sequoia recognizes a need to close the achievement gap.

Related items in Action Plan:

- D.1.b: Identify a clear, coherent vision of what students should know and be able to do.
- D.1.b: Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming.
- D.5.a: Identify and implement school-wide research-based strategies to increase student engagement and raise student achievement.
- F.1.a: Ensure services provided by categorical funds enable underperforming students to meet standards.
- (Math Action Plan) A.3.a: Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups.
- (ELA Action Plan) A.4.b: Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
- (Science Action Plan) A.5.a: Disaggregate student academic achievement data in Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups.
- (Social Science Action Plan) A.6.a: Disaggregate student academic achievement data in History-Social Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups.

Progress:

- Bridging the Equity Gap project: Sequoia was chosen to be one of five schools to work on a project with the IB World Organization, funded by the Michael and Susan Dell Foundation,

to look at our practices around equity in IB classes. This project began in the fall of 2014, and is a three-year project that will include data review and multiple site visits by a consultant, during which the representatives observe classes, meet with student and teacher focus groups, and consult with staff regarding closing the achievement gap. The project targets low-income students' ability to access IB courses, pursue the full IB Diploma, and increase IB scores in the three subject areas in which research has shown low-income students perform lower than their higher-income peers (math, science, individuals and society). A leadership team, which includes administration, the IB Coordinator, the AVID Coordinator, one teacher representative from each of the six IB subjects, and the Guidance Counselor whose caseload includes all of the AVID students. A team of teachers, counselors and administrators has been working with a consultant in creating an action plan around 3 critical areas to address our issues surrounding equity and IB.

- Departmental analysis of student work: All departments analyze student work as part of their areas of focus, including creating common assessments and reviewing the data of student performance on final exams.
- Student profiles: The departmental release days each September give teachers the opportunity to look at the profiles of their students to help them inform instruction. Teachers color-code equity cards with information about each student's feeder school (for 9th graders), home language, CELDT scores, CAHSEE English and math scores, reading level, and special education status. Teachers can use those cards for leveled questioning, strategic seating, and work groups.
- ELD department's assessment of EL student achievement data: The ELD department works with the Bilingual Resource Teacher during department collaboration time and ELD release time to discuss and analyze student work and student achievement data (CELDT and CAHSEE). The ELD department uses this data to create support programs that will improve the students' skills and to refer students for support classes, such as the CAHSEE preparation course. In addition, LEP teachers meet for a half-day quarterly to share best practices, plan common academic vocabulary and instructional strategies, and discuss student progress.
- SAFE CAHSEE ELA Tutorial: We offer a CAHSEE ELA Tutorial, run through the SAFE program and taught by an English teacher. Using achievement data from previous years' CAHSEE scores and practice CAHSEE scores, we are able to target 11th and 12th graders who have not yet passed the CAHSEE and EL and Title I 10th graders who will take the CAHSEE in the spring. This tutorial has now run for three years.
- SAFE Math Tutorial: We offer everyday 7th period Math Tutorial with credentialed math teachers and after-school Math Tutorial Mondays and Tuesdays with Sequoia math teachers. Students failing math and students in the Student Aspirations Advocate Program are especially encouraged to attend.
- Summer enrichment: With a commitment to closing the achievement gap at all levels of the performance spectrum, in summer of 2013 we again expanded our ICAP/IB prep program to include A-Learn Geometry for incoming 9th graders. We also again offered English Summer Bridge targeting students previously not in ICAP but recommended from their mainstream teachers to enter ICAP or IB the following school year, or students who were in ICAP or IB but were struggling academically. The IB Office wrote and received a grant to extend support to these Summer Bridge students of 2014 throughout the 2014-15 school year, including Summer Bridge teacher quarterly check-ins, monthly lunch community building/support meetings, and a community-building field trip.

- AVID summer Geometry prep: In the summers of 2013 and 2014, AVID partnered with offered a Geometry preparation program for incoming 9th graders to boost their Algebra skills before they entered Geometry.
- English III Support class: Each fall, 9th and 10th graders reading three or more years below grade level are placed in reading intervention classes. In 2012-13, we added an English III Support class for 11th graders transitioning out of reading intervention courses to help them be successful in their college prep English III classes. Students exiting ELD 3 or SDAIE are also placed in English III and Support.
- 11th grade reading and math intervention: In 2014-15, we started a reading and math intervention class for students who, for two years, were in Intervention ELA (foundational reading skills/phonics and decoding) or English Intensive (reading comprehension) and Algebra Readiness/Algebra Topics. This class is co-taught by a reading specialist and an education specialist. They continue teaching the foundational reading and math skills that the students need and also support the students directly with their Algebra I and English III coursework.
- Geometry Support class: In 2014-15, we started a Geometry Support class for 11th graders who are taking Geometry for the first time. These students were in Algebra Readiness/Algebra Topics as 9th graders and in Algebra I as 10th graders.
- Upgraded AIS (a.k.a. Global Science) curriculum: In the fall of 2012, the 9th grade Advanced Integrated Science curriculum was changed to be more engaging for students.
- ICAP Tutorials: In addition to the school-wide after-school tutoring program, we offer ICAP-specific tutorials in certain subjects, run through the SAFE after-school program and facilitated by subject-area teachers.
- AVID Tutorial: In 2011-12, we started offering a mandatory weekly probation tutorial for students with at least one D or F or three or more C's. An AVID teacher or the AVID program coordinator supervises the tutorial and works with students.
- Upward Bound: Through the SAFE program, Upward Bound provides tutoring and assistance with college applications and CSU Mentor.
- Health Careers Academy English: All 11th and 12th graders in the Health Careers Academy, in which at least 50% of the students must be "at-risk," take IB English. Students have the choice to take Standard Level or Higher Level, but all students are exposed to the rigor of the IB curriculum.
- College Club: Part of the SAFE program, this club, run by Guidance counselors and the College/Career Advisor, is designed to support students who are not in AVID, Upward Bound, or the Academies to walk them through the college application process. The College Club meets with first-generation college-bound seniors after school to help students successfully complete all the steps necessary to apply to and attend a four-year college directly after high school graduation.
- Increase in number of AVID sections: By increasing the number of AVID sections over the past few years from four to eight we are able to serve more students from groups who are traditionally underrepresented at four-year colleges. As a result, more students have specific and repeated guidance for completing UC/CSU a-g requirements, making them eligible to apply and be accepted to four-year colleges. Additionally, we encourage these same students to enroll in our IB and ICAP courses.
- Increase in students in IB Science courses: In 2013-14, our AVID site team recognized that the number of AVID students enrolling in IB Science courses was too low, and we actively worked with our IB Coordinator and IB Science teachers to recruit and inform our AVID

students about the pathways and options to take IB Science courses. We recognize that many students feel excluded from certain courses and find that additional information can provide them with the access we want all students to have.

- Student Aspirations Advocates Program: The Sequoia Aspirations Advocates Program (SAAP) tracks progress of identified at-risk 9th graders and provides them with information about resources and support.
- Direct Interactive Instruction training: Teachers in the English, math, science, and social studies departments have gone through the DII training cycle (training, observing a demo lesson, co-plan/co-teach, observation and debrief). In the 2014-15 school year, teachers in the World Language department are being trained by District Instructional Coaches. All teachers use DII engagement strategies and daily lesson objectives. The purpose of this training is to engage all students in instruction in every class.
- Guidance department discussions: The Guidance department discusses mindset with students and is working with Bridging the Equity Gap to enroll more students of color in IB classes, retain them, and provide them with what they need to be successful.
- Grade-level meetings: The IB Coordinator and the College/Career Advisor facilitate grade-level meetings in English and Spanish for parents and students interested in a four-year university and/or enrolled in the ICAP/IB program. These students are required to attend the meetings, but the meetings are open to all students. The meetings cover IB and ICAP information, college readiness, college admissions, IB readiness, what it takes to earn an IB diploma, and course rigor. Based on feedback from parents and the Parent Center, starting in the 2014-15 school year, we held a separate meeting for Spanish-speaking families with a Spanish presenter and a PowerPoint presentation in Spanish. The Parent Center called Spanish-speaking families to remind them to attend this meeting. This was more successful than our previous method, as we went from an average of four Spanish-speaking families in attendance to an average of thirty Spanish-speaking families in attendance per meeting.
- 8th grade IB info meeting: Starting in 2013-14, the IB Coordinator began collaborating with the Parent Center to offer informational meetings about ICAP and IB in Spanish for 8th graders and their parents. This meeting reviews what ICAP and IB are and introduces families to resources at Sequoia. Spanish-speaking parents are recruited to attend by outreach to Sequoia's main feeder schools with large Spanish-speaking populations.
- Guidance department: Students complete hands-on activities with a Guidance counselor and/or the College/Career Advisor during grade-level classroom presentations at least twice per year. All students create CSU Mentor accounts with a "High School Planner," where they track their UC/CSU a-g coursework annually from 9th to 12th grade. Students take career and personality assessments on Naviance and California Colleges that allows them to see what coursework is necessary for a given career or major.
- School-wide PSAT: Starting in October of 2012, in order to help all of our students prepare for the college application process, all 10th graders and 11th graders take the PSAT during a school day in the fall. During October of 2014, 10th graders took a practice SAT modified for the upcoming changes to the SAT. Students who cannot afford the cost of the PSAT are eligible for scholarships.
- Team Ascent: Team Ascent focuses on the pro-educational social skills for some of the most at-risk students at Sequoia. As students improve their classroom behavior, they become more effective learners.
- AmeriCorps mentoring: Mentors from AmeriCorps work with at-risk students to help them with homework and help them stay on track in their classes.

- Parent meetings with ELD, EL, and RFEP students: BRTs, with input from teachers, identify students at risk or students who need closer monitoring and schedule small group meetings with those students. We hold, for example:
    - Meetings each semester with ELD 1 students and their parents/guardians
    - Annual meetings with ELD 2 students and their parents
    - Ongoing small-group meetings with mainstream 9th and 10th grade English Learners who are at-risk and their parents
    - Meetings with redesignated students who have at least one D or F and their parents
    - Annual meetings with seniors who have been in ELD at Sequoia and their parents
    - Meetings and conferences as requested by teachers
- Analysis of data by Guidance counselors: Counselors analyze data of quarter grades for 9th graders who are earning D's and F's. They notify the students' parents of relevant academic support programs and meet individually with the students not already being supported by a program (AVID, Build, etc.). Counselors are trying to match these students with programs. Counselors also analyze data of all 12th graders and meet with those students who are on the cusp of meeting the UC/CSU a-g requirements.
- Summer school UC/CSU a-g courses: We offer Biology, math, social studies, English, and world language courses over the summer to give students additional opportunities to meet UC/CSU a-g requirements.
- College Day: We take every 9th grader on a field trip to visit a college to become acquainted with the college environment, the requirements to be admitted, and the potential they have of attending.
- Heterogeneous Biology course: Whereas we previously offered an ICAP Biology course for 9th graders, now Biology is a 9th through 12th grade course, so every student has a common, rigorous Biology experience.

Chapter Four

Self-Study / Needs Assessment

a. Organization: Vision and Purpose, Leadership-Staff, Resources
b. Standards-Based Student Learning – Curriculum
c. Standards-Based Student Learning – Instruction
d. Standards-Based Student Learning – Assessment and Accountability
e. Standards-Based Student Learning – School Culture and Support for Student Personal Growth and Academic Growth
f. Addendum
g. School-wide Site and Demographic Data
h. Additional Data
i. School-wide API and AYP Data
j. School-wide Needs Assessment
k. Math Student Achievement Data Collection and Analyses
l. Addendum
m. Math Needs Assessment
n. ELA Student Achievement Data Collection and Analyses
o. Addendum
p. ELA Needs Assessment
q. Science Student Achievement Data Collection and Analyses
r. Addendum
s. Science Needs Assessment
t. History-Social Science Student Achievement Data Collection and Analyses
u. Addendum
v. History-Social Science Needs Assessment

Organization: Vision and Purpose, Leadership-Staff, Resources

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels? (WASC A1-A)

Our mission statement reflects the deeply held conviction that all students can achieve at high levels. This reflected in the SHS Site Plan and it guides our SLT and Site Council. The school's diverse curricular programs, such as the Digital and Health Careers Academies, BUILD, SAFE, math tutoring, Special Education, EL, IB, and AVID exhibit a commitment to our belief that all students can excel academically. The school master schedule, with heterogeneous classes in English III and IV, Physics, Biology, World Studies 1-2 reflect this belief in rigorous standards for all students.

Targeted work by counselors and the IB leadership team is designed to make IB classes are available to all students, while alignment efforts by teachers collaborating in departments and curricular teams supports these efforts instructionally. We advocate for the adoption of materials designed to enable students to achieve measurable and sustainable growth.

The mission of the Sequoia Union High School District, through collaboration with home and community, is to graduate responsible, productive, and environmentally aware citizens who have academic and social skills necessary to contribute to a changing global society, through active participation in a quality instructional program defined by challenging and creative curriculum which ensures opportunities for a diverse population, to experience individual expression and collaborative problem-solving in a safe and stimulating environment. In order to streamline our school's mission with the District's Mission for Student Achievement, the Sequoia High School community adopted the following mission and Expected School-wide Learning Results.

MISSION STATEMENT: Sequoia High School will provide a stimulating and caring community that encourages respect for diversity and promotes academic and vocational excellence through creative and critical thinking as well as appreciation of the arts. A Sequoia education develops responsibility, communication skills, self-esteem and self-direction, and promotes educational success and lifelong learning for all students.

ESLRs:

1: All students' academic performance will increase, as demonstrated through the following: a) CAASPP Assessment; b) CELDT; c) students enrolled in one or more IB course; d) students meeting UC/CSU a-g requirements; e) students on-track to graduate.

2: All students will improve their literacy skills as demonstrated through the All-School Literacy Performance Task and subject area lessons involving understanding and responding to an entire writing prompt, comparing and analyzing multiple academic texts, defending claims using academic language, and communicating effectively.

3. All students will improve their mathematical reasoning skills as demonstrated through the All-School Numeracy Performance Task and subject area lessons involving graph interpretation, use of fractions or percentages, decoding word problems, establishing mathematical relationships, and/or finding mathematical solutions in context.

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards? (WASC A1-B)

Site goals are in alignment with district goals and site and district monies. Curricula and staff development are steered by academic standards and site and district goals.

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school? (WASC A2-A)

The governing boards at both district-wide and school-wide levels, in the forms of general committees and groups, oversee the implementation of academic standards and the ESLRs at the school. These groups include the participation of all stakeholders: faculty, students, parents, and community members.

To what extent does the governing board delegate implementation of these policies to the professional staff? (WASC A2-B)

The SLT and Site Council review and approve the school-wide action plan yearly. Data are discussed in the SLT and Site Council, WASC Focus Groups, Curricular Teams, Departments, amongst department heads, in the IB Leadership team, and district board as an agent of change for each part of the action plan. The Site Council and SLT meet jointly each month to provide greater input and broaden the scope of all school leadership understanding.

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan? (WASC A2-C)

The school wide action plan is reflective of the action steps outlined in the LEA Plan. The district-wide Subject Area Councils have been reviewing data from district-wide benchmarks and using the results to modify their action plans for math and English. School vision and ESLRs are in alignment with board goals, vision, and policy

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards? (WASC A3-A)

Using a number of data sources, ALS, and WASC input, school leadership and staff make decisions regarding student achievement of ESLRs, standards, and the goals of the school wide action plan.

In response to practice and previous CAHSEE scores, the school leadership created CAHSEE preparation courses to support students who are at risk of not passing. Freshman and sophomore classes practice CAHSEE writings in each of their classes and then do an all school essay write that is graded by multiple staff members.

The essay grading practice has been an institutional norm for so long that we are seeing great staff agreement on what we need to see in student writing. Two staff members read each essay and give an anonymous score. When the grade given is more than one point a part on the ten point rubric, a third staff member reads and breaks the tie. During the January 2015 grading, 1951 essays were read, and only 41 required a third reader.

In 2013-14, the school added an all-school numeracy performance task that was be taken by every student and graded by multiple staff members at our January inservice. In so doing, staff had a chance to verbalize common core processing. Based on that exercise, teacher created, submitted, and shared numeracy lessons across departments as part of our mid-term self-study for the 2015 WASC Interim Assessment.

To what extent do the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs? (WASC A3-B)

School leadership and staff look at freshmen and sophomore grades; math SDMT; English GMRT scores to create sections, and place students in small learning communities, and furnish appropriate support classes.

Administration and counselors look closely at UC a-g eligibility requirements and the macro- and micro-levels to make recommendations for academic programming and the building of both the master and summer school schedules.

Teachers and counselors also use data from Data Director and IC to determine student schedules. The Bilingual Resource Teachers analyze CELDT scores and grades to adjust placement of EL students. Special Education teachers review IEPs to aide in placement of students with disabilities.

To what extent does a qualified staff facilitate the achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development? (WASC A4)

At all levels of the Sequoia community, from district-wide Subject Area Councils to school-wide faculty, and departmental, and subject-area groups, we have discussed, prepared and provided examples of how we are meeting content standards and school-wide Expected School-wide Learning Results (ESLRs/CANs) to ensure that all ESLRs and content standards are met. In addition, the entire Sequoia community is made aware of expectations by published and posted standards. Each course syllabus is aligned to ESLRs and six content standards, which were reviewed within departmental groups and maintained in the IVP's office.

Individual student achievement of standards is assessed throughout the year with the help of Data Director, an online resource for all teachers who received training. We are monitoring implementation of ALS strategies What/Why/How and Equity Cards. We continue to reinforce CAHSEE and EAP writing prompts. Finally, we have reviewed data to inform our areas of focus for our WASC interim visit.

Lead teachers facilitate on-going curriculum development throughout the year, including release days to develop curriculum and review achievement. Instructional coaches meet with and observe English teachers to assess best practices and ensure coverage of content standards. Within time allotted through the master schedule for common preparation groups and house, teachers have prepared pacing guides and lessons aligned to standards. Teachers have additional professional development opportunities such as: the Teacher Induction Program (TIPS) for new teachers, the Peer Assistance and Review (PAR) for continuing teachers, National Board Certification, DII trainings, and professional development for CCSS implementation.

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs? (WASC A5)

Across the board, teachers are trained in a variety of programs designed to support the diverse needs of the SHS school population. Teachers attend peer led trainings during collaboration time; department release days were given in the fall to study student data, and they are happening again for departments to use at their data based discretion. Teachers in all disciplines have immediate access to accurate individual and group data to help identify student learning needs.

This year's collaboration was developed through teacher input voting process which resulted in a move to rotating between staff, department and curricular team time.

To what extent are the human, material, physical and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learning results? (WASC A6)

Sequoia has been able to focus its human resources to support and promote our students academic, social, emotional, and physical development. Exemplary supports include our strong guidance program, Wellness Center, and Teen Resource Center. We also provide well-used academic supports that include 7:30 - 8:30AM and 3:40 - 5:45PM daily SAFE, Academies, BUILD, Aspire and Special Education program that targets at-risk and special needs students. Our EL students receive extensive support through our very complete ESL program, support by a full-time Bilingual Resource Teacher.

We strive to be a technology-rich school whereby we can provide students easy access to computers for research, for writing, and for learning. In our math classes, graphing calculators are a standard tool of the curriculum. In addition, teachers have LCD projects, Smart Boards and other technology available by which they can enhance the learning experience in their classrooms. We continue to deeply ChromeBook carts in classrooms as an instructional and collaborative tool for learning.

Campus beautification and new and renovated classrooms have done much to promote a clean, safe, and welcoming learning environment for our students.

Thanks to a judicious use of PI, categorical and Site Council funds, we have been able to add support classes, add teachers and put state approved texts in all classrooms.

Standards-Based Student Learning – Curriculum

To what extent do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the school learning goals? (Through 'standards-based' learning i.e., what is taught and how is it taught, the school learning goals are accomplished) (WASC B1)

77.8% of all students enroll in at least one ICAP or IB course. We believe that this access to the school's most challenging classes helps us to meet the goal of all students participating in rigorous, relevant, and coherent standards-based curriculum, but also enhances students seeing themselves and their peers as scholars.

All of the school's courses are aligned to standards and each prep share a common final based on those standards. Teachers engage in backwards planning and by September, students receive finals study guide handouts to help keep both students and staff focused on rigorous and relevant material for the duration of each semester.

To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals? (WASC B2)

Upon entering, Sequoia freshmen and parents are supported in their transition to high school by attending an orientation in which they are provided with the requirements for graduation and college entrance; they are also introduced to our specialized programs designed to assist students in completing their personal learning plans. Following this orientation, all 9th grade students are assigned a counselor to ensure they remain on track.

During students' tenure at Sequoia they have access to a variety of programs and activities to help them pursue their academic and personal goals. In addition, students and families are given a variety of avenues to access school information including counselor visits, school website, mentor support programs, bilingual support, and the Parent and Teen Resource Centers. Students also have access to a variety of sports, arts, and clubs for personal enrichment.

To support students in achieving their post-high school goals, they have access to the Career Center. At appropriate intervals, students meet with their counselor to review their learning plan to support their goals for alternative education plans, vocational training, or higher education. Freshman year, all students are given Naviance accounts and begin to build their college resumes and write four year plans. These plans are built on regularly as students track their UC A-G, volunteer and extra-curricular progress. The Foundation funds bilingual clerical support for the College and Career Counselor.

In their senior year, all students must apply to at least one college or university. 97% of Sequoia graduates go on to college. Two-thirds of them are the first in their family to go on to higher education.

To what extent are students able to meet all the requirements of graduation for completion of the high school program? (WASC B3)

Starting with Eighth-Grade Information Night in the fall, incoming students and parents are given an overview of the various academic pathways and support programs available for all students successfully to meet the graduation requirements.

All students are enrolled in standards-based academic classes that satisfy graduation requirements. Counselors meet one-on-one with students on a regular basis to develop and assess each student's individual graduation plan.

Standards-Based Student Learning – Instruction

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results? (WASC C1)

Teachers use a variety of methodologies inside and outside of the classroom. Members of the faculty combine various methodologies such as staff development with a corps of district coaches including technology support, teacher experts, EL certification for all teachers, and implementation of technology for instructional purposes, in order to motivate learning and to inform parents. All teachers have been trained in use of a variety of strategies, both in their subject area and cross-curricular. Appropriate classes use Read180, Reading 3D, System 44, Prentice Hall, Revolution and benchmark exams.

Students are encouraged to enhance academic and social skills through school-wide tutorials, extra-curricular academic activities, and specialized programs such as IB, Upward Bound, BUILD, Team Ascent, and AVID. Through these activities, students develop higher order thinking skills and are able to succeed at a more advanced level.

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels? (WASC C2)

Members of the teaching and counseling staff combine various methodologies including the piloting of new programs such as Mission B Mindfulness training, Reading Plus, and SMART math software to promote learning and engage students. Field trips, mentorship programs, speakers, and hands-on learning strategies also widely used. Chromebook carts and computer labs are in use at a rate of 80+% of their available time to support collaboration among students and to build 21st Century skills

Programs such as BULD, IB, Upward Bound, and AVID emphasize critical thinking skills and inform instructional practices in the general education setting aligned with our school's mission. Higher order thinking skills emphasized at all levels

Standards-Based Student Learning – Assessment and Accountability

To what extent does the school se a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? (WASC D1)

The primary vehicle for reporting student performance data to parents at the individual level is School Loop. In its first year of adoption in the SUHSD, School Loop is used by all Sequoia High School teachers and accessed by over 700 families.

In the absence of a central clearing house of student achievement data for teachers and administrators, Sequoia has made assessment data available through various channels. These external formal assessments are used throughout the school to monitor students' achievement and are available to teachers via Data Director and to parents and interested stakeholders by the state, The district and the school. Internal assessments include: IEPs, progress reports, psychological tests, and behavioral contracts.

Moving from individual to whole school assessment: the English, Math, and ESL departments use publisher-provided diagnostic tools for processing to determine student progress and inform curricula and decision-making. Physical Education performs a state-mandated annual physical fitness assessment. This analyzed data is submitted to the state, and used to adapt Sequoia's program to student need. Within specific personalized learning communities teachers collaborate to discern student progress and mold instruction to their needs.

On a school-wide basis, students participate in an expository writing assignment and mathematics assignment which tracks their progress on a faculty-developed rubric.

Student achievement results are reported regularly in the School Accountability Report Card (SARC).

Sequoia utilizes the services of an attendance night caller to make personal contact with parents whose students have been absent. The district website is also a venue for obtaining students attendance information and provides links to other services available through the district on line.

In addition, School Messenger has been a user friendly and effective tool for letting families know about upcoming meetings and school events. Thanks to this bilingual interface, EL attendance has recently seen a dramatic increase at trainings and information nights.

Sequoia is in the beginning stages of examining Standards-based grading practices schoolwide.

To what extent do teachers employ a variety of strategies to evaluate student learning? (WASC D2-A)

Thanks in part to DII strategies implemented under the Program Improvement Plan of the last 6 years and the growing presence of instructional technology, teachers' tool kits for possible assessments have increased. From equity cards, to tickets out the door, to clickers, to on line grading, to white board all class responses, teachers use far more than tests to assess student learning. Teachers also use a school-wide expository essay and mathematical problem to inform instruction. In addition, problem- and project-based learning projects happen across subject areas.

All courses have developed a shared standards based final. Students are given a study guide for the final at the beginning of the semester and after each term, time is dedicated to teacher teams reviewing student data results to adjust their semester planning to re-teach in areas where students struggle.

To what extent do students and teachers use assessment results to enhance the educational progress of every student? (WASC D2-B)

Before the school year begins, staff and administration use available student achievement data such the district administered SDMT and GMRT diagnostic tool, 8th grade letter grades, and teacher recommendations to assist in both master schedule creation and student placement. As departments, syllabi and lesson planning are based on subject-specific content standards. As the year progresses, regular benchmark exams in 9th and 10th grade English courses and Algebra I direct instruction and re-instruction of covered standards. Special needs populations such as EL and students receiving Special Education services have ongoing specific assessments which inform student placement and staff/parent notification of student progress, CAHSEE support classes are created second semester based on diagnostic testing and grades in English and math courses for 10th-12th graders to provide indicated additional preparation.

In response to a need to develop more quantifiable assessments of student attainment of the ESLRs and CANs, this spring the Site Council/SLT approved a rubric by which to evaluate our progress.

With more teacher training for and teacher use of the achievement data that is available, there needs to be a way for teachers to show that they have, in fact, adjusted their instruction to meet students' needs. Meeting individual student's needs is a part of the teacher evaluation process.

New teachers in TIPS and District teachers are trained in analyzing student performance and planning next steps to meet their needs.

Sequoia's staff works to create common finals for first and second semester. Results of these assessments were studied during time provided for curricular team collaboration to inform what needed to be reviewed during second semester and more effectively taught next fall.

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results? (WASC D3)

Sequoia employs various vehicles of communication to connect consistently student progress with the larger Sequoia community and the Sequoia district. On a wide scale, Back-to School Night and Open House bring the community of families into the classroom to meet with teachers and view students output. Our connection enables us to assess regularly student progress toward achievement of the academic standards and ESLRs.

Four times each year, Sequoia generates student progress/grade reports that are distributed via email. Teachers regularly update School Loop accounts to provide students and families current grade and assignment data. Teachers regularly respond to family inquiries via email and phone. These modes of communication are consistently updated to match current technology. Teachers are given district technology support and training to utilize these systems.

To encourage school-wide academic success, guidance advisors meet at a minimum of once per year individually for 20-30 minutes with students to mentor them on their graduation status and future goals.

Finally, Sequoia recognizes academic achievement with awards nights in various disciplines and programs for all grade levels.

To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources? (WASC D4)

Sequoia staff makes a regular practice of reviewing student performance for the purpose of placement and curriculum development.

Sequoia reviews CST and STAR performance data to identify students performing Below Basic and Far Below Basic. These BB and FBB students take support classes in an effort to review and prepare for the material of their core English and Algebra I courses.

Each department is committed to assessing a minimum of four assignment in relation to the ESLRs. The home groups developed a rubric by which assignments were to be assessed, and the home groups (department) "adopted" two or three specific ESLRs for concentration.

As noted earlier, the school uses School Loop, a web-based grading and attendance reporting system. School Loop provides parents and students greater access to academic progress and broadens avenues of communication. In addition to the web-based system used to monitor attendance, Sequoia utilizes the services of an attendance night caller to make personal contact with parents whose students have been absent.

Additionally, a Google spreadsheet is utilized for teachers to request translating for a phone message to Spanish speaking families. The district website is also a venue for obtaining students attendance information and provides links to other services available through the district on line. The number of hits on the school website indicates that this is a tool utilized regularly by many of our families.

Standards-Based Student Learning – School Culture and Support for Student Personal Growth and Academic Growth

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E1)

Parents and families have the opportunity to participate and communicate with the Sequoia school community both directly and indirectly. Parents are directly involved in activities through the PTSA, Parent Center, and ELAC. Many events are scheduled throughout the year to engage the parent community such as Back to School Night, Open House, College Information Nights and Parent Education opportunities. Parents also serve on a variety of committees including the Site Council, the Sequoia Leadership Team, the Sequoia Athletics Boosters, the Visual and Performing Arts Boosters and the Special Education Advisory Group, etc. The school provides several different avenues for communication between parents and the school, including the Sequoia website, Infinite Campus (where students and parents can communicate with teachers about their students' grades and attendance), the Sentinel (our bilingual parent newsletter), Naviance (our college information database and website), and daily announcements through "Topica" (the Sequoia parents' online mailing list). Additional support services are provided at the Parent Center, which meets the needs of the bilingual community. Sequoia encourages the outside community to be involved with the school.

Sequoia, through outside funding, managS a volunteer program called ATLAS in which community members volunteer in the classroom. The Teen Wellness Center and the Teen Resource Center provide a variety of resources including medical, psychological services and social outreach, and support for our student body. Sequoia students can participate in activities that are supported by community groups such as the Kiwanis Club, the American Cancer Society, and the Redwood City Library, among others. Student academic achievement is supported by scholarships from many community organizations. Additionally, programs such as AVID, Upward Bound, the Academies, BUILD, Aspire and College Track include many community sponsors who are directly involved with students.

Sequoia's EL parent workshops strive to be academically focused and to further empower families in their students' educations. ELAC and PTSA meetings start out together for principal's report and question and answering. The Parent Center Coordinator and Bilingual Instructional Associate serve as a liaison for phone calls between teachers and Spanish speaking families. In partnership with the Peninsula Conflict Resolution Center, Sequoia hosts a Parent Education Series for familes of our SAAP 9th graders. In addition, we are running a computer class for parents through One Million NIU. A series of quarterly parent workshops started in 2012-13 and has continued on in 2013-14.

To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement? (WASC E2)

The historic Sequoia High School campus is one of the San Francisco Peninsula's treasures. As a registered national landmark, all new construction is required to fit into the existing original style of architecture and design. With the passing of four bond measures since 1996, the school has made physical improvements and enhancements that benefit the Sequoia education community as well as the community at large. The plant manager, custodians, and AVP meet regularly to address the needs of the site.

Looking ahead, the school looks to balance the campus's rich history while adapting to instructional and demographic changes. The passage of Measure A in June 2014 has paved the way for an expansion of 10 new classrooms and renovations netting in a new culinary arts classroom as well as a large, flexible use instructional space.

Sequoia staff upholds a policy of unconditional positive regard for students which informs our approach to behavioral intervention in the classroom and AVP office. Whenever possible, consequences seek to be restorative rather than purely punitive.

Campus control is maintained through the staffing at lunch and brunch of 10-12 adult supervisors deployed throughout campus to monitor behavior.

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success? (WASC E3)

At Sequoia, ALL students are provided with academic support, beginning with their guidance counselors, the minute they arrive at school. An updated four-year plan is established at this point, and students are placed into courses. From freshman year, students consistently are assigned projects to build their Naviance college profile. Support for all students begins here. Tutoring assistance is available in all academic areas; and student health programs welcome students to resource centers as well as The Wellness Center.

Student in special education have a case manager who ensures they are registered in appropriate classes. Students with an Individualized Education Plan have an annual meeting with the case manager, family members, general education teacher, school psychologist and an administrator to ensure that their educational program is meeting their needs.

Also, Sequoia offers assistance to students who need extra support in more focused disciplines such as SDAIE/LEP. Pathways for advanced learning also exist at Sequoia, bringing Academy classes, elective support, and advanced programs, such as IB.

As of last year, there are two AVID sections at each grade level and the program continues to grow. Sequoia also continues to have two full sections of BUILD.

To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community? (WASC E4)

The academic programs at Sequoia are designed to meet the individual needs of all members of our diverse student community. These programs include advanced courses (IB and ICAP), special education programs (most inclusive environment possible), and English language proficiency programs (PL, LEP, SDAIE, Literacy Center). Sequoia also houses two academies: the Digital Arts Academy and the Health Careers Academy. Central to our mission and success, is that all student learning is driven by State and district standards. For all academic programs, extensive support exists, including AVID, CAHSEE, Learning Center, library instructional resources, reduced class size for reading and math support classes.

SHS is proud to offer personal support services and activities that meet the needs of our student body. Among the many programs available are the Teen Wellness Center and Teen Resource Centers, Work Experience, College and Career Center, Parent Center, club and co-curricular activities, community programs for high school students, and personal support from teachers, counselors, coaches, and peer educators.

School-wide Site and Demographic Data

TEACHERS

Sequoia High School maintains a highly-qualified staff of educational professionals.

Our staff members are primarily full-time teachers with an average of 12 years experience in teaching. In 2015-16, 76 of our 122 teachers hold advanced degrees. Competitive salaries have been crucial in keeping our highly qualified staff in this high-priced housing area.

Sequoia makes every attempt to hire qualified staff who reflect the demographics of our student body. A continued school goal is the hiring of teachers who match our student demographics. Approximately 32% of our teaching staff identifies as non-white.

Of the current staff, there are four administrators, 129 teachers, five guidance advisors, 56 classified staff members (instructional associates, secretaries, custodians, and health field-related positions), one college and career counselor, one IB coordinator, one librarian, and one psychologist. Of the teachers, one is the Athletic Director who is released for two periods. Sequoia also has a Student Activities Director position funded by the district. One staff member is released for one period to coordinate technology and another is released for one period to coordinate the AVID program. The District also provides one full-time bilingual resource teacher which is shared by two faculty members.

The administrative team consists of the principal, an instructional vice-principal and two administrative vice-principals. There are two men and two women on the team. Three of the administrative team members are Spanish-speakers.

TEACHER CREDENTIALS

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest webpage at dq.cde.ca.gov/dataquest.

Teacher Qualifications						
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
NCLB Highly Qualified Teachers	100%	100%	100%	100%	100%	100%
National Board Certified Teachers	8	8	8	8	6	7
Teachers Instructing Outside Credentialed Areas	0	0	0	0	0	0
Teachers with Emergency Permits	0	0	0	0	0	0
Teachers with Advanced Degrees		67	67	78	76	79
Teachers in Teacher Induction Program	19	14	4	6	3	6
Teachers in Intern Programs	0	1	2	1	1	1
Average Years in Teaching	7	12	12	11	12	14
Average Years in District	6	9	9	9	9	9
Number of First-Year Teachers	14	7	7	12	5	6
Number of Second-Year Teachers	5	8	11	4	9	5

Ethnicity of Certificated Staff						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Latino	12	12	11	9	*Data not available*	15
Native American	0	0	0	1		2
Asian	12	13	12	11		13
Pacific Islander	0	0	0	0		0
Filipino	3	0	3	3		3
African American	7	9	7	6		7
White	77	85	90	86		83

Gender of Teachers						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Male	43	43	42	*Data not available*	*Data not available*	50
Female	56	60	81			73

CORE ACADEMIC CLASSES TAUGHT BY NO CHILD LEFT BEHIND COMPLIANT TEACHERS

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at www.cde.ca.gov/ nclb/sr/tq.
All Sequoia teachers are highly qualified in their subject areas, and all teachers are assigned to their subject areas.

Figure 4.7.2 Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Compliant	Taught by Non-NCLB Compliant
Sequoia High	100	

PROFESSIONAL DEVELOPMENT

Every year, Sequoia High School teachers participate in numerous professional development opportunities. New teachers earn their professional (clear) credential through Teacher Induction Program for Sequoia (TIPS). Peer Assistance Review (PAR) is an opportunity for any teacher to receive non-evaluative feedback from a peer teacher. Action Learning Systems (ALS) and district coaches have trained English and math teachers on direct interactive instruction, and are in the process of training math. Science and social studies will soon receive the training as well. AVID teachers attended a 3-day summer institute, and most staff attended the pre-school district developments around subject area specific teaching strategies. This fall's collaboration times included time for curricular teams to meet; a look at our Stanford Garner Center parent and student survey results; technology in the classroom; creating a safe environment for underrepresented students in honors course; and preventing bullying. Departments also analyzed student work and reviewed finals data. Each department had a full release day to create student profiles, and this spring all departments that wish to do so are taking an additional release day to work on the approved topic of their choice. Spring's collaborations will include more technology in the classroom; safety training; further subject area collaboration; and further analysis of student work.

STUDENT ENROLLMENT

The majority of Sequoia High School's student population is comprised of Latinos (58%) and Caucasians (31.8%), with African Americans, Asians, Filipinos, and Pacific Islanders comprising approximately the other 10.2%. In addition, 48% of Sequoia's students are socioeconomically disadvantaged, 20.7% are English learners, and 12.2% are students with disabilities.

Because Sequoia has such a heterogeneous student body, we are constantly analyzing our data and re-evaluating our programs to ensure that we are meeting the needs of all our students.

Enrollment

Enrollment Over Time

(from annual CBEDS report and California Department of Education website)

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
1918	2031	2025	2031	2057 (November, 2014)	2099

Sequoia's enrollment rose by approximately one hundred students per year between 2009-10 and 2011-12 but has remained steady at just over 2000 students since then.

Enrollment by Grade Level

(from annual CBEDS report and California Department of Education website)

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 9	574	539	446	494	536	541
Grade 10	504	559	527	475	502	557
Grade 11	437	478	540	519	490	510
Grade 12	385	443	512	542	529	491

Enrollment by Ethnicity *(from annual CBEDS report and California Department of Education website)*												
	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
Latino	1106	64.8%	1126	61.9%	1135	59.6%	1172	58%	1153	56.9%	1189	58.5%
Caucasian	402	23.5%	475	26.1%	551	28,9%	612	30.3%	617	30.5%	578	28.5%
African-American	53	3.1%	51	2.8%	43	2.3%	51	2.5%	41	2%	32	1.6%
Asian	44	2.6%	96	5.2%	75	3.9%	84	4.2%	74	3.7%	45	2.2%
Pacific Islander	51	3%	53	2.9%	51	2.7%	40	2%	45	2.2%	46	2.3%
Filipino	26	1.5%	0	0%	21	1.1%	26	0.7%	26	1.3%	29	1.4%
Native American	4	0.2%	7	0.4%	5	0.3%	13	0.6%	9	0.4%	2	0.1%

Enrollment by ethnicity has remained about the same since 2008-09, with Latino students comprising approximately 60% of the total population, Caucasian students comprising approximately 30% of the population, and African Americans, Asians, Pacific Islanders, and Native Americans making up the remainder. In the last couple years, the number of Latino students has decreased slightly, and the number of Caucasian students has increased slightly.

Enrollment by Primary Language Other Than English *(from annual CBEDS report and California Department of Education website)*					
	2009-10	2010-11	2011-12	2012-13	2013-14
Spanish	415	411	399	373	401
Tongan	8	17	6	4	5
Vietnamese	7	12	3	3	1
Filipino	4	4	3	4	5
Samoan	3	3	2	4	4
Punjabi	2	0	0	0	0
Arabic	1	0	0	1	0
Farsi	1	1	1	0	0
French	1	5	1	0	1
German	1	3	0	1	1
Gujarati	1	4	1	1	0
Italian	1	1	0	0	0
Hindi	0	8	2	3	4
Turkish	0	0	0	0	0

Spanish remains the primary language other than English that is most spoken among our students. However, while the school enrollment increased between 2010-11 and 2012-13, the number of students for whom Spanish is the primary language decreased during that time.

Title I Students					
2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
50.8%	67.1%	59.2%	59.4%	57.6%	55.3%*

Most years, between 50% and 60% of our student body qualifies for Title I services.

*This percentage will rise this year as additional students move into the program – those who fall behind in credits and 10th graders who do not pass the CAHSEE.

Special Education							
	2009-10	2010-11	2011-12		2012-13	2013-14	2014-15
RSP	120	128	155	22:1	227	219	231
SDC	87	87	77	ILS	8	10	11
				STARS	15	18	16
				Speech only	3	2	1

In 2012-13, we changed the way we report our Special Education numbers. Instead of categorizing students as RSP and SDC, we started using the following categories: 22:1 (students in co-taught classes and/or in Study Skills classes), ILS (students in Independent Living Skills classes), STARS (students in Successful Transition Achieved with Responsive Support classes for students with mental health needs), and Speech Only (students receiving only Speech and Language services). Between 2011-12 and 2012-13, the total number of students receiving Special Education services increased, but it has remained steady since then.

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION

Average class sizes in English and Math remain relatively low (22-25) for the past four years. The number of English and Math classes with fewer than 32 students is significantly lower than the number of classes with more than 33 students. This is most likely due to reduced class sizes in support/intervention/intensive classes in these subject areas. In addition, while the average class sizes for Science and History-Social Science are higher than those for English and Math, the majority of the class sizes in these two subject areas fall between 25 and 32 students. The partnership academy classes are capped at 25 students

GRADUATION RATES / DROPOUT RATE

Last spring's graduating class had the lowest dropout rate in a long time. While .5 percent of the students who started at our school as freshmen became dropouts, another 27.5% move to other schools or out of the country.

Dropout interventions include:
Parent conferences
Regular student/guidance conferences
Senior deficiency letters
Student Study Teams
Cyber High
BUILD
AVID
Summer School
Tutorials daily in library
SAFE
Infinite Campus
Team Ascent
Counseling from the Teen Resource Center

Students Meeting UC/CSU a-g Requirements

12th Grade Graduates Completing UC/CSU a-g Requirements	
Graduating Class	Percentage of Students
2009	41.5%
2010	41.5%
2011	38.4%
2012	52.5%
2013	51.2%
2014	63.7%
2015	74.1%

Over the past seven years, the percentage of graduates meeting the UC/CSU a-g requirements has fluctuated but has increased by approximately 10% overall.

Completion Rates

Graduation and Dropout Rate					
Graduating Class	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate
2010	332	285	85.8%	29	8.7%
2011	349	301	86.3%	25	7.2%
2012	417	354	84.9%	39	9.4%
2013	437	403	92.2%	22	5%
2014	539	405	75.3%	22	4.1%
2015	527	391	74.2%	25	4.7%

SUSPENSION/EXPULSION

Suspension and expulsion rates have dropped every year for the past three years. A further analysis of the data indicates that Latino boys make up the highest rate of expulsions from the school. There is an inverse correlation between students being disciplined and the performance level of the sub-group: underperforming groups have more discipline issues. The hope is that if we can support students to be more academically successful, then there will continue to be a decline in the number of discipline consequences needed.

Over the past four years, Sequoia has enhanced its discipline procedures and guidelines in an effort to reduce official suspensions and expulsions. Initiatives include: an Alternative to Suspension Program; Team Ascent; In-House Suspensions; one-on-one counseling with AVP; referrals to the Teen Resource Center; Truancy monitoring and attendance review meetings.

Five years ago, Sequoia expelled 24 freshmen. Thanks, we believe, to the efforts of our AVPs and Team Ascent. In the 2012-2013 school year we expelled 4 students and none of them were freshman.

Suspension and Expulsion Rates

Suspension and Expulsion Rates – Percentages					
	2010-11	2011-12	2012-13	2013-14	2014-15
Suspension	17.3%	7.5%	5%	5%	5.1%
Expulsion	0.9%	0.4%	0.1%	0.3%	0.0%

Suspension and Expulsion Rates – Numbers					
	2010-11	2011-12	2012-13	2013-14	2014-15
Suspension	329	158	106	131	133
Expulsion	17	9	3	6	0

ENGLISH LEARNERS

From 2008-09 to 2015-16, Sequoia High School's total population of English Learners has Fluctuated between 458 to 372 (our 15-16 LEP enrollment). Approximately (the number varies rapidly) 110 EL students are served in our ELD program. All students in our ELD classes receive content area LEP classes. 27 EL students take English SDAIE. Approximately 350 of our EL students have been in US schools for five or more years and are in English Support classes if they receive FBB or BB on the CST.

Language Proficiency

Overall, the percentage of EL students has decreased by almost 6%, while the number of Fluent English

Language Proficiency

(from annual CBEDS report and California Department of Education website)

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14	
EL	458	26.8%	445	24.5%	430	22.6%	422	20.8%	397	19.6%	426	21%
FEP	574	33.6%	552	30.4%	567	29.8%	667	32.8%	653	32.2%	649	32%
RFEP	83	16.7%	28	6.1%	94	10.1%	*No longer reported*					

Proficient students has remained about the same.

CELDT

Beginning in 2010-11, Sequoia High School saw a decrease in the number of students scoring 'beginning' on the CELDT at all grades, primarily due to the decrease in overall EL population. The minimal number of students at the Advanced levels of the CELDT is due to the fact that our district redesignation criteria allow students to be redesignated at the Early Advanced or Advanced level. Many of our redesignated students attain the other criteria and are at the Early Advanced level of CELDT.

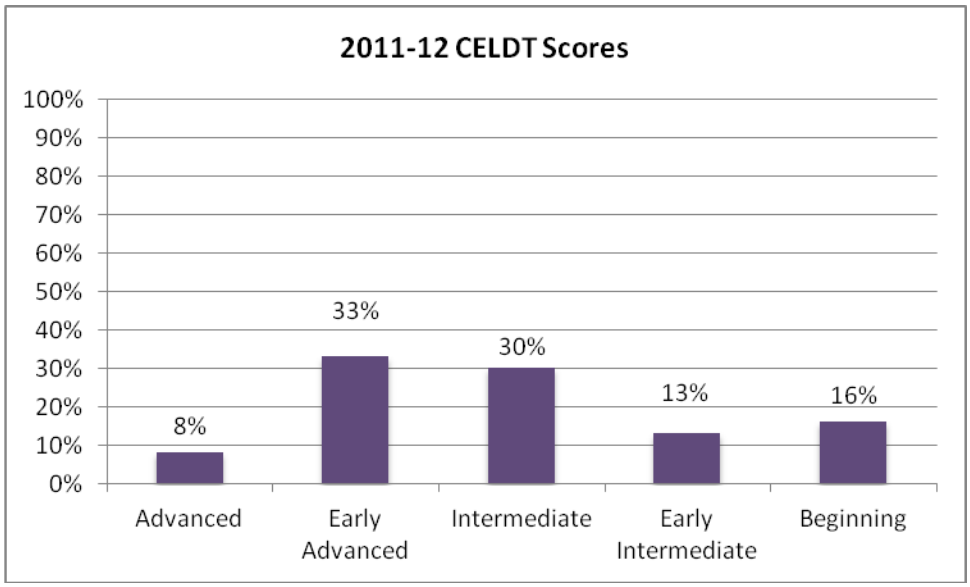
In the English Language Development Program at Sequoia High School, students are placed in classes according to their CELDT level, current English literacy skills and the California Standards Test (CST) in English Language Arts. Students are initially placed in English Language Arts (ELA) and English Language Development (ELD) 1, 2, and 3. English Learners at Early Advanced and Advanced levels on CELDT are placed in either English SDAIE or English Support classes.

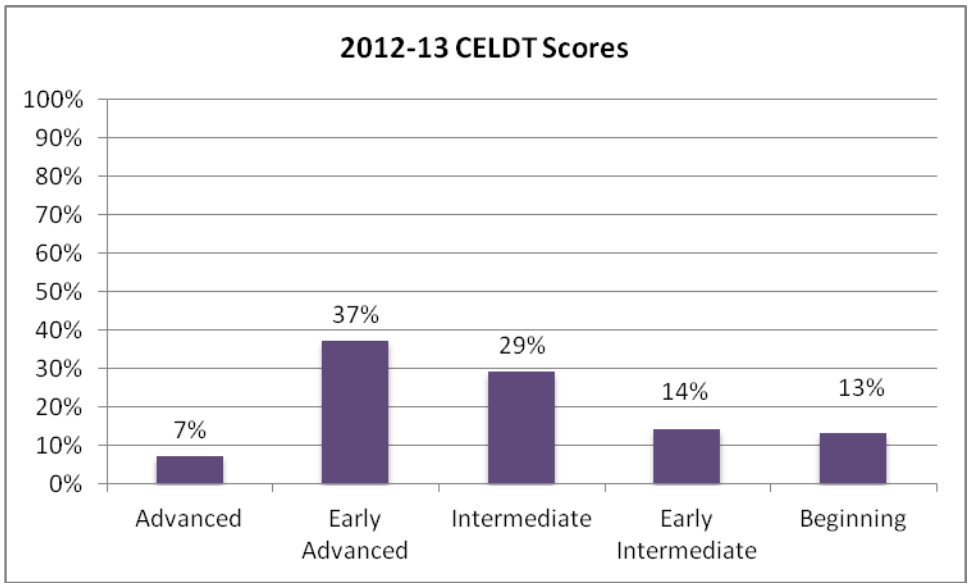
Beginning to Intermediate EL students are also served by leveled ELD classes (levels 1-3) as well as SDAIE and mainstream classes that utilize many research based strategies to heighten student engagement and continue to build literacy skills. The ELD program uses the state and district approved curriculum. All of our ELD students are placed in content area classes with SDAIE trained teachers to make content comprehensible and continue to build students' literacy skills. These students receive instruction utilizing appropriate instructional practices with the goal of achieving fluency as quickly as possible. All ELD teachers hold appropriate certifications.

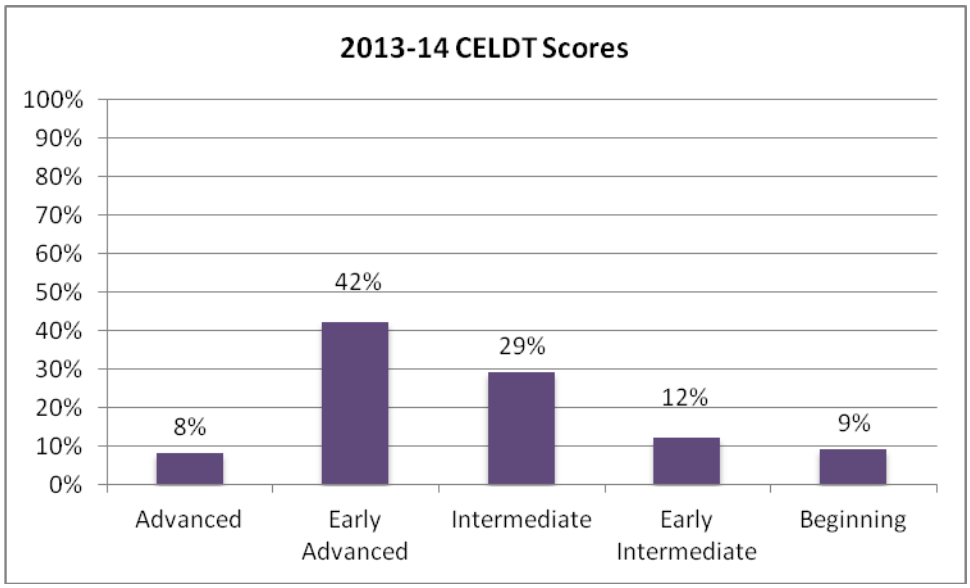
From 2010 to 2013, for the most part, EL scores on the CELDT have, by and large, improved. However, we still have much work to do to align this population with the achievement of their peers. We are especially stuck at CELDT level three and four for our long term ELD kids.

California English Language Development Test (CELDT)

Sequoia has a higher number of students scoring Intermediate and Early Advanced than we have students scoring Beginning and Early Intermediate. The low number of students scoring Advanced is most likely due to our redesignation criteria; most students who score Advanced also meet the other redesignation criteria and are redesignated to RFEP.






2013-14 CELDT Scores
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
42%
29%
12%
9%
8%
Advanced
Early Advanced
Intermediate
Early Intermediate
Beginning

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Sequoia High School offers a variety of IB courses. IB courses include:

Visual Arts
Informational Technology in a Global Society
English
French
Spanish
Math
Math Studies
Theory of Knowledge
Biology
Environmental Systems
Physics
Psychology
History of the Americas
20th Century Topics

This school year, 2015-16, 520 juniors and seniors enrolled in one or more IB course. This drop from last year is due to the sixty students who will take the SL test next year; they are on a two year cycle. Of these students, 56% are students of color. In the 2012-2013 school year, 619 juniors and seniors were enrolled in at least one IB course, of which 60% were students of color. During this year, 319 sat for 915 exams with an IB exam passage rate of 79%. There were 48 full IB Diploma candidates with an 86% IB Diploma award rate. In 2011-2012 , 536 juniors and seniors were enrolled in at least one IB course, of which 49% were students of color. During this year, 277 students sat for 747 IB exams with a passage rate of 77% and there were 52 full IB Diploma candidates with an 83% IB Diploma award rate. It is notable that the students accessing the IB Program represent the student population. It is now our goal to ensure the full Diploma student cohort is also representative of the student body.

AP and IB Enrollment and Results

International Baccalaureate Program Enrollment and Results

Year	Total taking one or more IB classes in grade 11	Total taking one or more IB classes in grade 12	Number of Diploma Candidates in grade 12	Percentage historically under-represented	Total diplomas awarded	Diploma Candidate exam pass rate	Total number of exams taken
Class of 2010	119	150	15	40%	12	80%	432
Class of 2011	308	172	29	41%	25	86%	558
Class of 2012	304	232	52	11th grade: 39% 12th grade: 49%	43	83%	747
Class of 2013	307	312	48	11th grade: 60% 12th grade: 60%	42	86%	915
Class of 2014	245	296	46	11th grade: 54% 12th grade: 58%	44	96%	887
Class of 2015	321	352	44		41	93.2%	

Over the past six years, the number of 11th and 12th graders taking at least one IB class has more than doubled. The number of IB Diploma Candidates has also more than doubled. The percentage of historically underrepresented students has significantly increased to above 50% for the last two years. The Diploma Candidate pass rate has fluctuated from year to year, hitting a high of 96% in 2014.

AP/HONORS

Because Sequoia High School is an International Baccalaureate school, we have phased out our Advanced Placement course offerings. In 2011-12 and 2012-13, AP courses that were offered were Calculus and French, with a total enrollment of 40 students. 2013-2014 we offer two AP courses, Calculus and Statistics (new this school year). However, students are encouraged to take AP exams in IB Math and foreign language courses. Last May, 2013, 175 students took a total of 193 exams and 81.9% earned passing scores of three or higher. As Sequoia has moved more toward IB and away from AP courses, the number of students taking AP exams has fluctuated. The majority of students who take AP exams earn passing scores of 3 or above, and 40% of exams in 2012-13 had scores of 5.

Additional Data

ATTENDANCE

Attendance underpins the academic program at Sequoia High School. If a student is not at school, he or she cannot learn. To support all of our students in attending school regularly, Sequoia High School monitors school attendance regularly. Every evening, each student who is absent for one or more periods during the day receives a call home from an automated calling system to inform the parents. In addition, the district office regularly sends out letters to the parents of students who have excessive absences. Sequoia High School also works closely with the Redwood City Police Department to curb chronic truancy. The RCPD issues warnings and then citations to students who are truant. The School Resource Officer also assists with home visits for students who are chronically absent. The school's personalized learning environment also provides a safety net in that teams of teachers working together notice patterns of absenteeism and make phone calls home as well. Students who are not able to come to school for medical reasons have the opportunity to earn credit towards graduation through independent study. The Student Study Team process (SST) process also provides an avenue for teachers, parents, counselors, and the school psychologist to meet to discuss individual students and implement programs to support student attendance.

Process and Perception Data

Students and parents participated in surveys through the John W. Gardner Center at Stanford University in the spring of the 2013-14 school year. (We have not yet received the results from the 2014-15 survey.) The following items summarize the comprehensive findings of the school climate survey.

Student responses:

- 89% agree: I feel safe in my classroom.
- 89% agree: At my school there is a teacher or some other adult who believes that I will be a success.
- 89% agree: At my school there is a teacher or some other adult who always wants me to do my best.
- 90% agree: I have goals and plans for the future.
- 97% agree: I plan to graduate from high school.
- 94% agree: I plan to go to college or some other school after high school.
- 18% disagree: There is room in my schedule to take the elective classes I desire.
- 14% disagree: My counselor has reviewed my education plan with me.
- 81% agree: My counselor is available to answer my questions and listen to my concerns.
- 81% agree: There are many friendships between students of different racial and ethnic groups at Sequoia.
- 87% agree: Adults at Sequoia respect students of different racial and ethnic groups.
- 88% agree: Overall, I feel safe in my school.

Parent responses (2013-14 data):

- 93% agree: My child feels safe in his or her classroom.
- 86% agree: There is a teacher or some other adult who believes that my child will be a success.
- 89% agree: Sequoia High School encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.
- 89% agree: Sequoia High School communicates the importance of respecting all cultural beliefs and practices.
- 87% agree: Teachers and students treat each other with respect at Sequoia High School.
- 86% agree: Sequoia High School keeps me well-informed about my child's progress in school.
- 85% agree: Sequoia High School allows input and welcomes parents' contributions.
- 88% agree: Sequoia High School has quality programs for my child's talents, gifts, or special needs.
- 90% agree: I am satisfied with the overall quality of the education my child is receiving at Sequoia High School.

School-wide API and AYP Data

Student Performance Data

The California Department of Education has suspended API during the period of implementation of the SBAC. Data presented in this section will be updated when calculation of the API resumes.

Academic Performance Index (API)

School Rankings					
	2009	2010	2011	2012	2013
Statewide	6	7	6	7	8
Similar Schools	9	10	8	8	10

Our statewide school ranking has improved significantly since 2009, and we were ranked a 10 among similar schools for 2013, our most recent ranking.

Past API Performance					
	2008-09	2009-10	2010-11	2011-12	2012-13
Growth Target	5	5	5	5	1
Growth API	27	35	-6	31	3
Met Growth Target?	Yes	Yes	No	Yes	Yes
All Subgroups Met Growth Target?	Yes	Yes	No	Yes	No

Most Recent API Performance							
	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Subgroup Growth Target
All Students	1387	NA	802	799	1	3	Yes
African American	22	No	717	768			
Native American	7	No					
Asian	42	No	930	918			
Filipino	15	No	876	918			
Latino	779	Yes	738	728	5	10	Yes
Pacific Islander	33	No	692	734			
White	431	Yes	906	913	A	-7	Yes
Two or more races	58	No	893	908			
Socio-economically Dis-advantaged	755	Yes	722	719	5	3	No
English Learners	635	Yes	709	712	5	-3	No
Students with Disabilities	194	Yes	676	622	9	54	Yes

"A" *means the school or subgroups scored at or above the statewide performance target of 800.*

Between 2011 and 2013, we had an overall API growth of 33 points. In 2013, all students and three of our five significant subgroups met their growth targets. Socio-economically disadvantaged students and English learners did not meet their growth targets.

API

2013 saw a 2 point gain for an overall API number of 801. Latino students and Students with Disabilities were our key significant subgroups to show gains, with Latino student raising their API by 9 points and our SWD growing by 37 points. White students dropped 7 points, though the growth target was still met for the subgroup. Though Sequoia showed a 2-point gain for socio-economically disadvantaged students, it was not enough to meet the growth target for that subgroup. English Learners also dropped 4 points and failed to meet the growth target.

DATA SUMMARY OF API PREDICTIONS

Student achievement data was collected through the use of the CDE reporting Website. Information was filtered in a variety of ways, including district, school, sub-group, grade, and subject-matter groupings, in order to identify trends and patterns in student achievement.

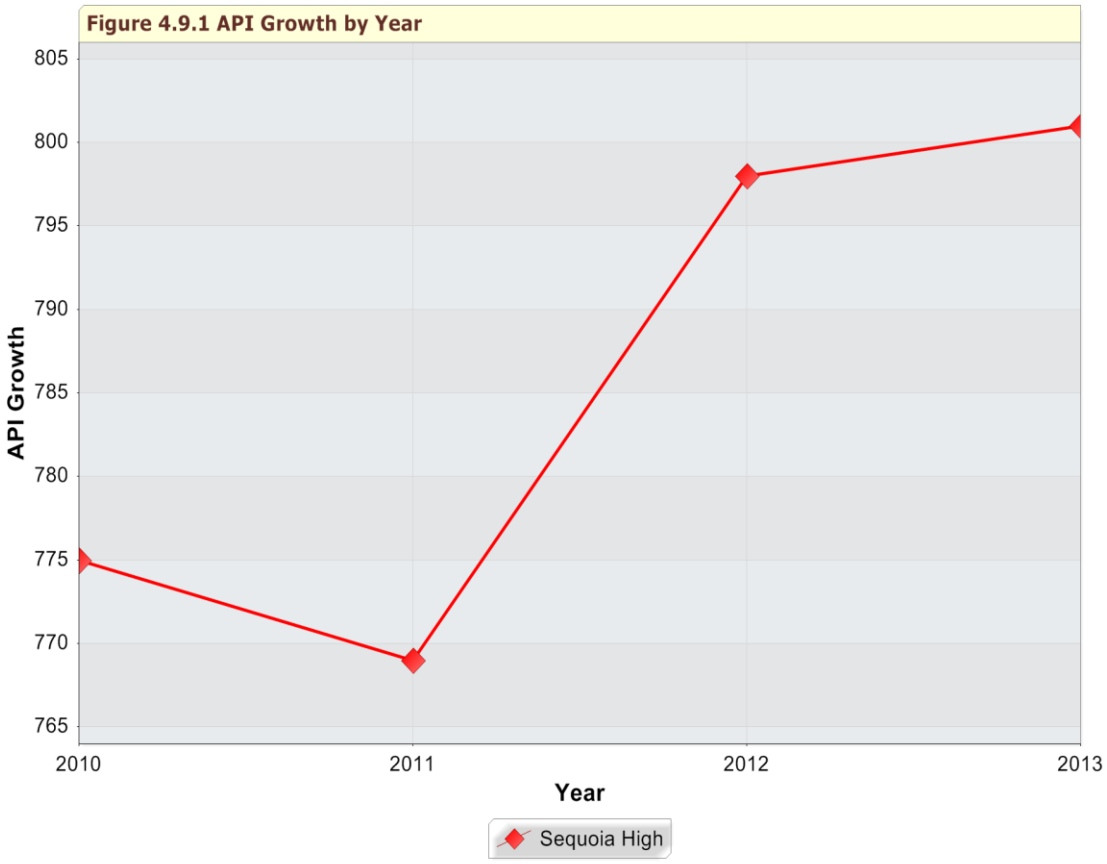
To analyze the school's academic performance over the target years of 2003–2012, the Academic Performance Index (API), results from the CST, and Adequate Yearly Progress (AYP) percent proficient, were used as the primary data sources. Data compiled in this report is used to provide a quantitative review of this individual school.

The majority of following analysis was done using results from the CSTs. Since there is a high degree of correlation between CST results, API, and AYP (Gerbrandt, 2007), we have confidence that the ELA and Mathematics proficiencies, as well as the ELA and Mathematics "Gap Analyses" accurately represent student academic achievement in this school. The graphs in this report represent a summary of the most significant findings in our analysis.

2010–2013 School Academic Performance Index (API)
Here are Sequoia High's API Numbers for the last four years and current year.

2009: 737
2010: 775
2011: 769
2012: 798
2013: 801

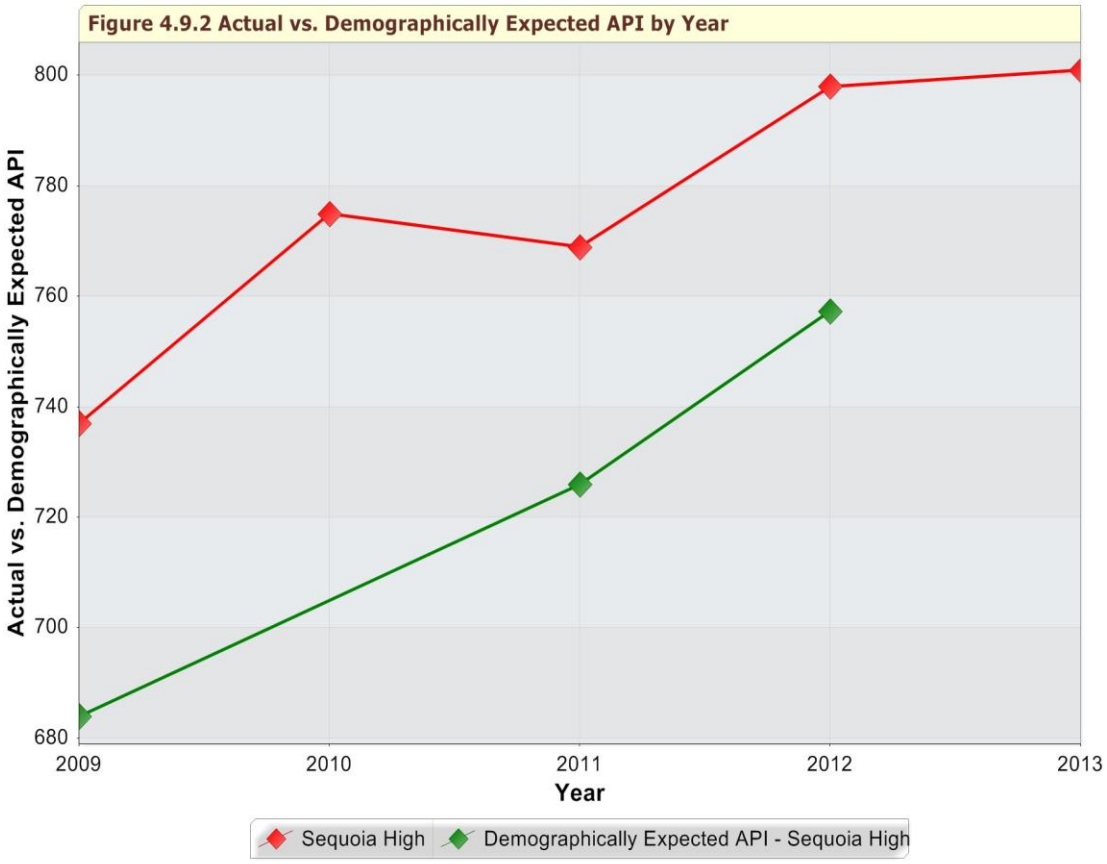
All subjects used standards-driven curriculum.
All students participated in a school-wide writing initiative and in subject-focused writing exercises as well as annual school-wide CAHSEE and EAP essays. Sequoia also built an all-school numeracy assessment into its instructional calendar this year, piloting MARS-based performance tasks in anticipation of CCSS adoption.



Actual vs. Demographically Expected API

Schools in the greatest need of school improvement programs are not only low performing, but are underperforming compared to the API levels expected from their school (SCI) demographics. Schools showing the greatest successes in improving their performance are either greatly reducing their underperformance, or are consistently outperforming the API levels expected from their school demographics. Districts that are most successful in improvement of performances have a higher proportion of outperforming than underperforming schools.

Sequoia continues to outperform our expected API. In 2013, we broke the 800 mark, but remain in PI because of subgroups that are still struggling.



API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.
On the surface

· We continue to maintain a state-rank of 6 or 7.

· For the similar school-rank, we range between the 80 and 100th percentile.

Staffing and Professional Development

· All staff continues to train for common practice of EAP or CAHSEE writing, Cornell notes taking, and Academic Vocabulary strategies.

· All staff teaches standard-based materials to improve students' learning.

· All staff uses the standardized curriculum for all core subjects.

Opportunity and Equal Access

· FBB and BB students have support classes with their core subjects.

· Benchmark tests are given to monitor students' progress in core subject areas.

Figure 4.9.3 API Ranks - Three-Year Comparison

API Rank	2010	2011	2012
Statewide	7	6	7
Similar Schools	10	8	10

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.
In 2012-13, our overall school performance increased by two points. More significantly, we crossed the 800 point threshold. While we still have much work to do with our sub groups, our overall plus 800 is a testament to the increasingly positive performance of most of Sequoia's students.

Figure 4.9.4 Actual API Change

Group	2010-11	2011-12	2012-13	2010 Growth API Score
All Students at the School	-6	+32	+2	
African American	N/A	+19	N/A	
American Indian or Alaska	N/A	N/A	N/A	
Asian	N/A	+1	N/A	
Filipino	N/A	N/A	N/A	
Hispanic or Latino	-15	+39	+9	
Pacific Islander	N/A	N/A	N/A	
White (not Hispanic)	-4	+18	-7	
Socioeconomically	-13	+46	+2	
English Learners	-19	+39	-4	
Students with Disabilities	-74	+86	+37	

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at star.cde.ca.gov.
Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.
Below is a chart measuring Sequoia's overall performance by subject area.

For a more inclusive analysis, course specific narratives can be found on the following pages.

Figure 4.9.5

Subject	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	53%	54%	60%	57%	59%	64%	52%	54%	56%
Mathematics	34%	36%	40%	38%	41%	44%	48%	50%	51%
Science	58%	56%	60%	57%	63%	65%	54%	57%	60%
History-Social Science	51%	53%	59%	54%	57%	60%	44%	48%	49%

CST Results by Student Group: Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Figure 4.9.6 Percent of Students Scoring at Proficient or Advanced

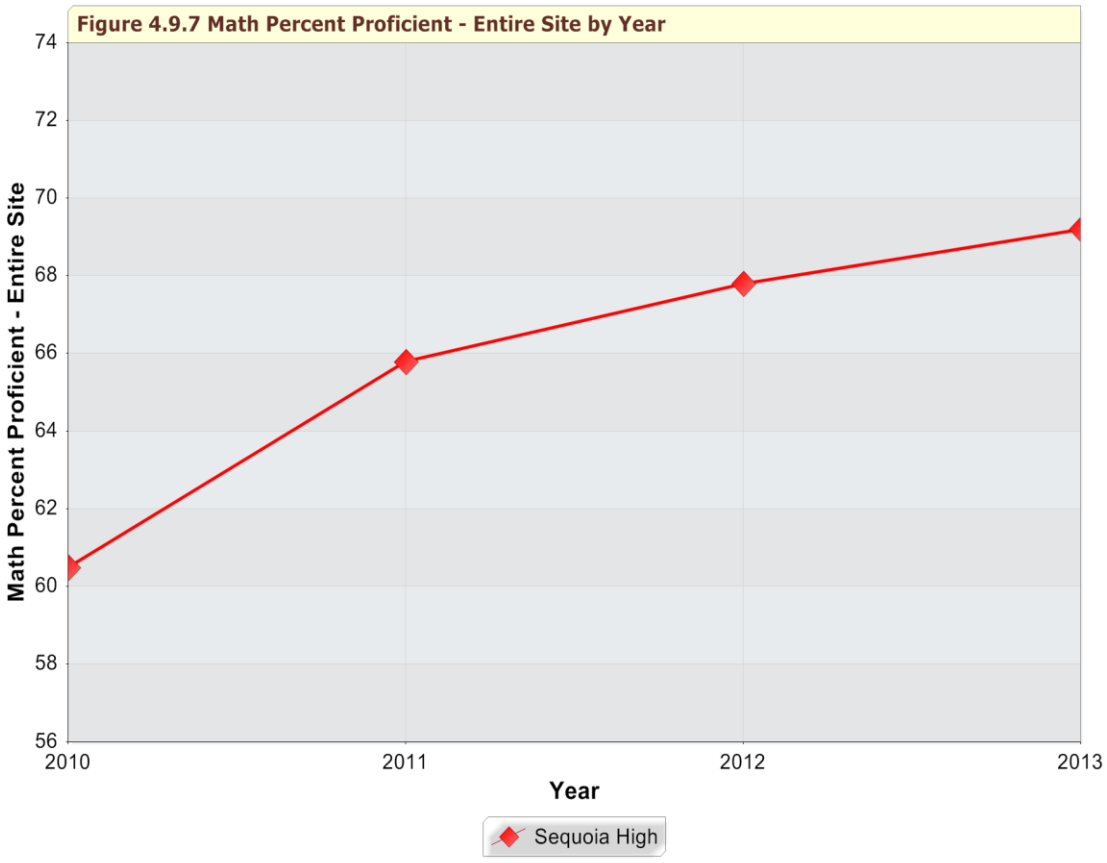
Group	ELA	Math	SCI	HSS
African American	55.00%	35.00%	55.00%	52.00%
American Indian	0.00%	0.00%	0.00%	0.00%
Asian	85.00%	73.00%	83.00%	83.00%
Filipino	76.00%	59.00%	0.00%	75.00%
Hispanic or Latino	43.00%	27.00%	42.00%	42.00%
Pacific Islander	43.00%	29.00%	0.00%	36.00%
White	87.00%	60.00%	90.00%	84.00%
Male	55.00%	41.00%	59.00%	60.00%
Female	64.00%	39.00%	61.00%	58.00%
Socioeconomically Disadvantaged	39.00%	25.00%	39.00%	39.00%
English Learner	12.00%	13.00%	11.00%	12.00%
Disabilities	37.00%	31.00%	50.00%	29.00%
Students Receiving Migrant Education Services	20.00%	17.00%	0.00%	20.00%

2010–2013 School-Wide Percent Proficient for ELA and Mathematics

CST or CAHSEE are the primary component in measuring AYP for a high standard. Indeed, a schools participation in program improvement is heavily weighted towards proficiency levels on this test. AYP uses a status-bar model, which means that a specific percentage of students must be proficient in order to meet the required criteria. In addition, for a district to meet the AYP criteria, all significant subgroups must meet this goal.

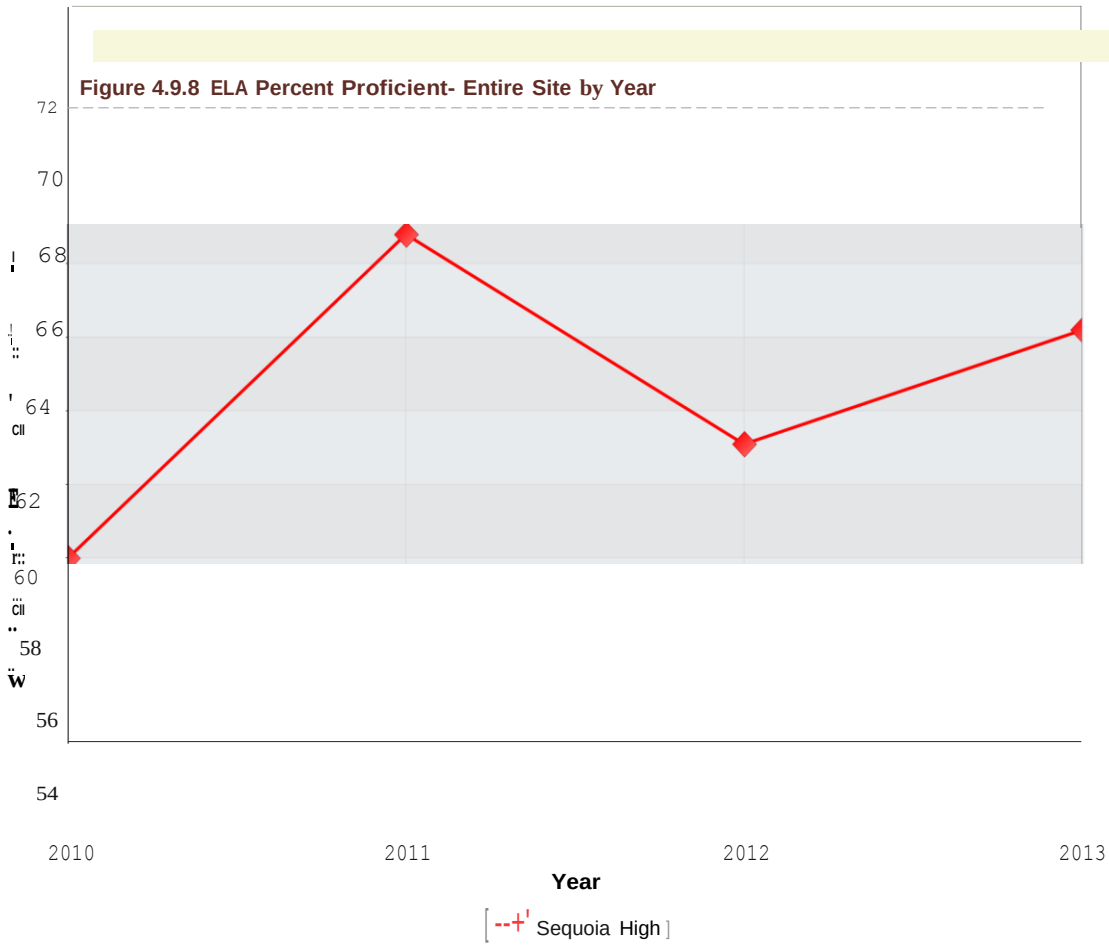
AYP Mathematics Percent Proficient

In 2013, approximately 69% of our sophomore students scored Proficient or Advanced on the Mathematics portion of the annual California High School Exit Exam (CAHSEE). This performance continued to reflect continued growth by our students in this category over the past four years.



AYP ELA Percent Proficient

In 2013, approximately 64% of our sophomore students scored in the Proficient or Advanced range on the English/Language Arts portion of the CAHSEE, reflecting a slight growth over the previous year and a general upward trend over the past four years.



AYP Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at www. cde.ca.gov/ta/ac/ay.

Figure 4.9.10

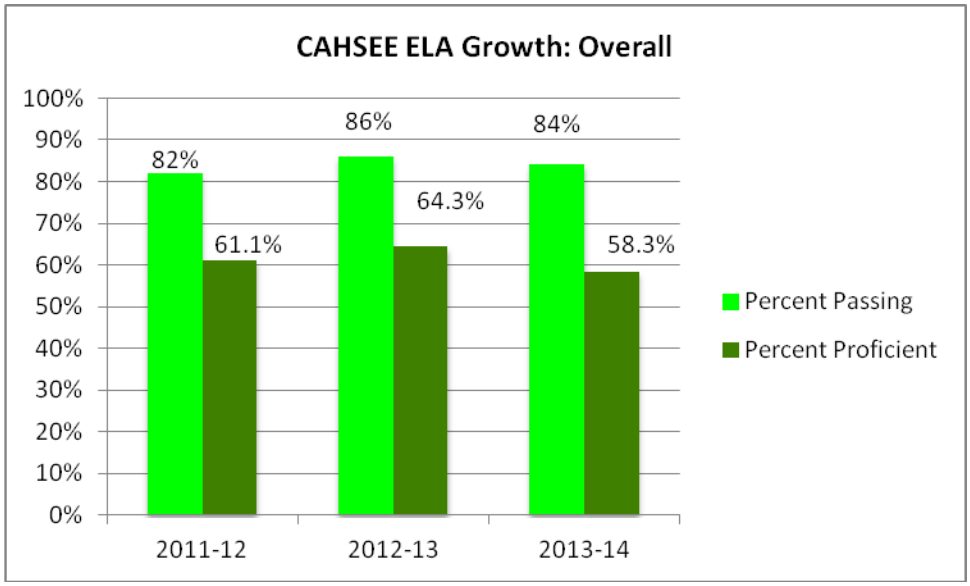
I	School	District
Number of Schools Currently in Program Improvement	n/a	2.0
Percent of Schools Currently in Program Improvement	n/a	28.6

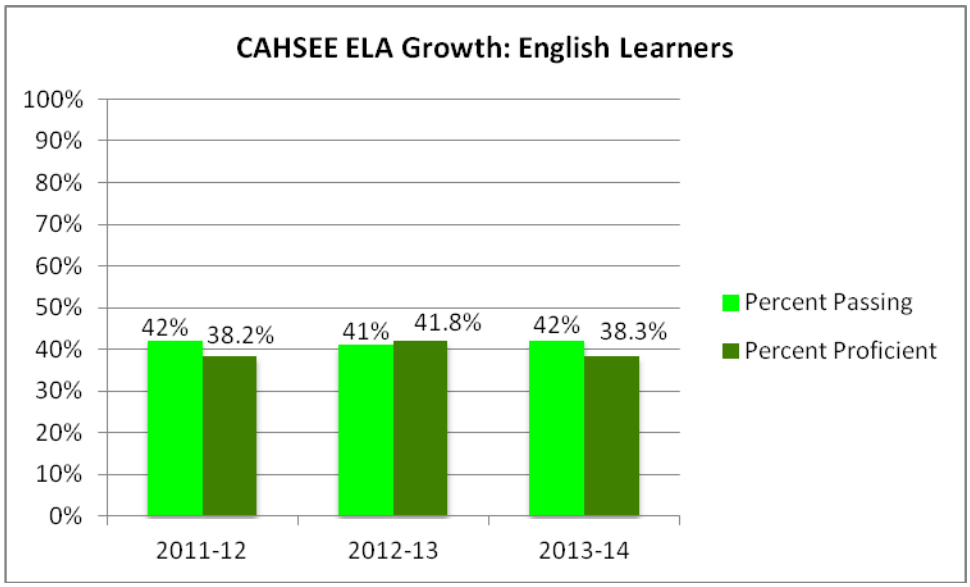
California High School Exit Examination

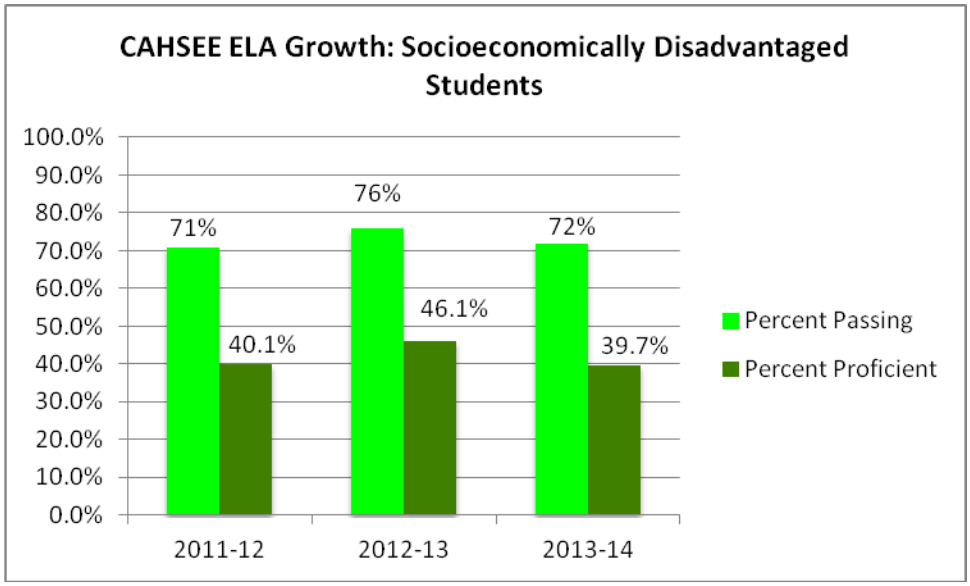
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at cahsee.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

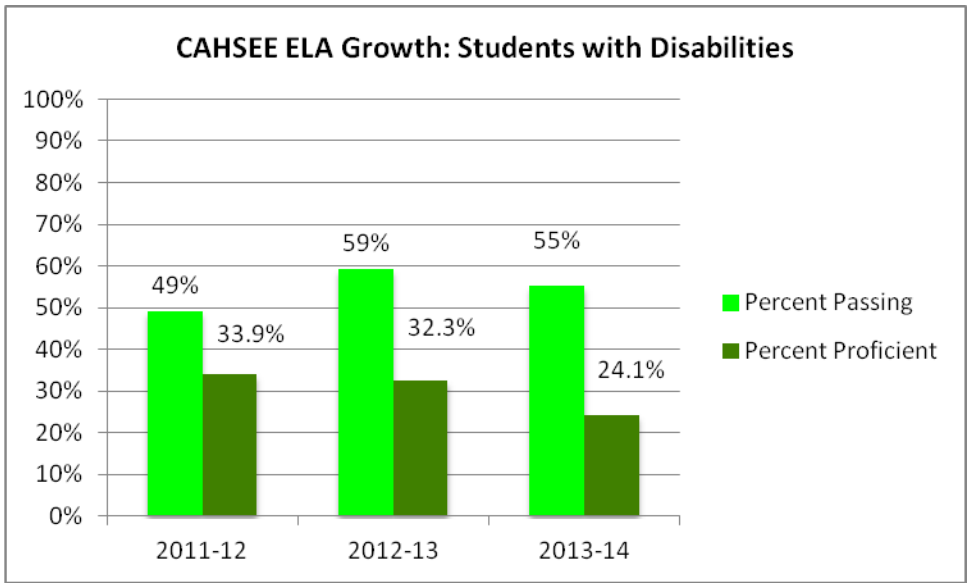
California High School Exit Exam (CAHSEE) – English-Language Arts

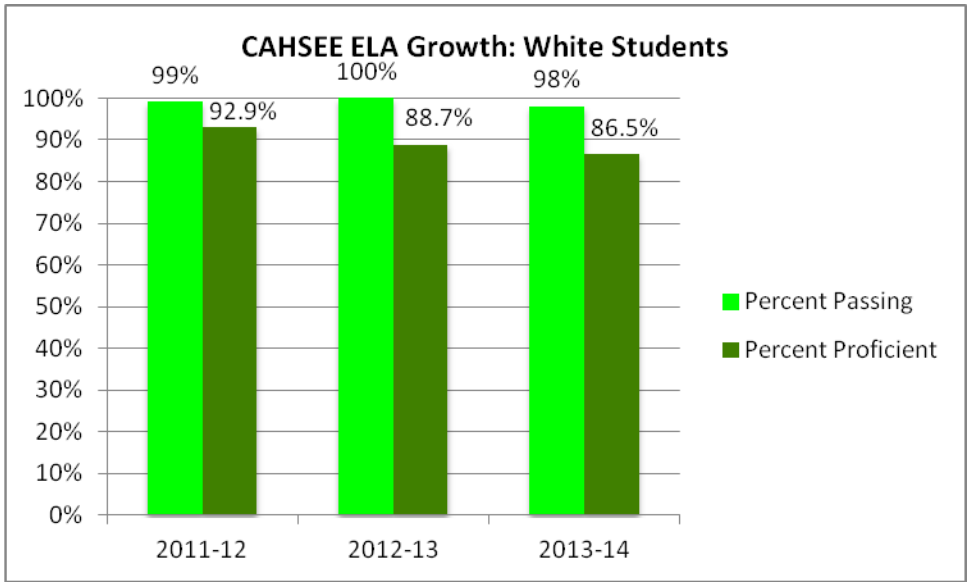
The CAHSEE was suspended indefinitely effective Fall 2015. Overall, the percentages of 10th graders passing and scoring Proficient on the CAHSEE ELA have remained fairly consistent over the last three years. Almost every significant subgroup and students overall saw a slight increase in both the percentage of students passing and the percentage of students scoring Proficient in 2012-13. While the overall passing rate has been over 80%, the passing rate for English Learners has been consistently just over 40%, and the passing rate for students with disabilities has fluctuated between 49% and 59%. White students continue to outperform Latino students.
Passing rates for 11th and 12th graders have remained consistently below 50%. The majority of 11th and 12th graders taking the CAHSEE ELA are Latino students.

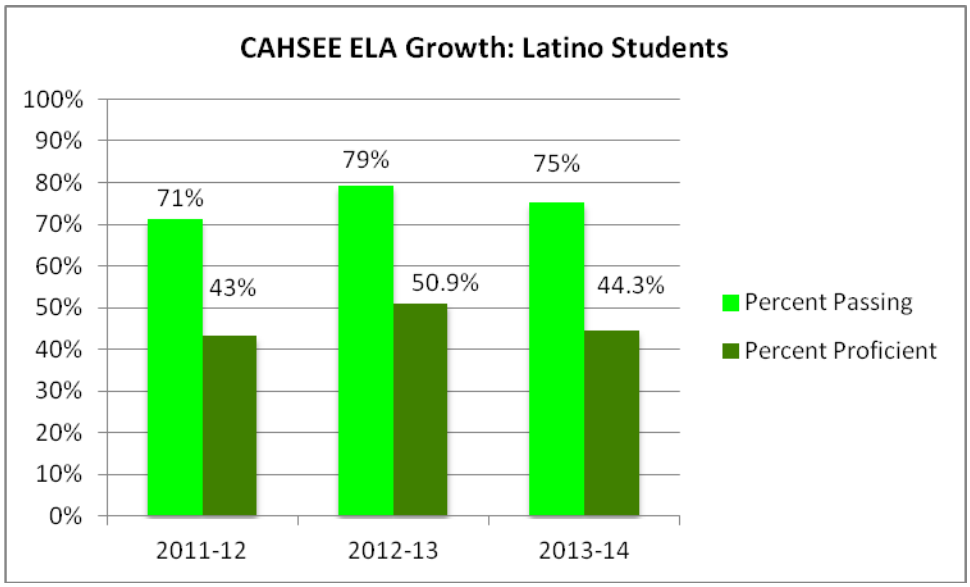

CAHSEE ELA Growth: Overall
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
82%
61.1%
86%
64.3%
84%
58.3%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient


CAHSEE ELA Growth: English Learners
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
42%
38.2%
41%
41.8%
42%
38.3%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient


CAHSEE ELA Growth: Socioeconomically Disadvantaged Students
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
71%
40.1%
76%
46.1%
72%
39.7%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient


CAHSEE ELA Growth: Students with Disabilities
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
49%
33.9%
59%
32.3%
55%
24.1%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient


CAHSEE ELA Growth: White Students
99%
92.9%
100%
88.7%
98%
86.5%
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient


CAHSEE ELA Growth: Latino Students
71%
43%
79%
50.9%
75%
44.3%
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient

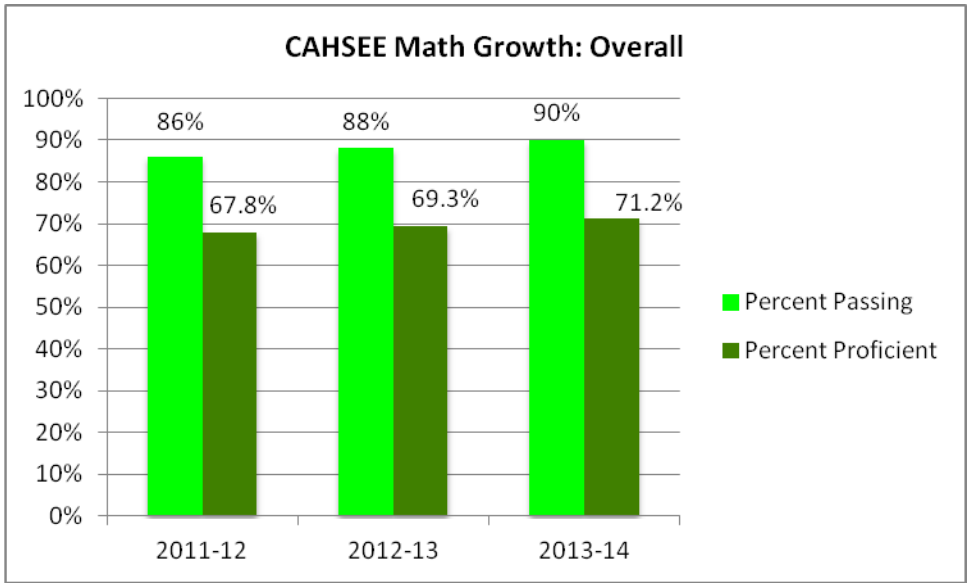
11th and 12th Grade CAHSEE ELA Results						
Administration Date	Total Tested	Total Passing	Latino Students Tested	Latino Students Passing	White Students Tested	White Students Passing
October 2011	30	11 (37%)	22	6 (27%)	2	*
November 2011	78	36 (46%)	60	22 (37%)	11	10 (91%)
February 2012	15	3 (20%)	13	3 (23%)	0	NA
May 2012	61	23 (38%)	41	8 (20%)	11	10 (91%)
July 2012	18	4 (22%)	16	4 (25%)	0	NA
October 2012	24	7 (29%)	21	6 (29%)	1	*
November 2012	89	24 (27%)	71	14 (20%)	9	*
February 2013	17	2 (12%)	15	2 (13%)	0	NA
May 2013	71	26 (37%)	57	19 (33%)	10	*
July 2013	19	4 (21%)	16	4 (25%)	1	*
October 2013	36	11 (31%)	28	6 (21%)	5	*
November 2013	89	40 (45%)	69	26 (38%)	12	10 (83%)
February 2014	17	2 (12%)	14	1 (7%)	2	*
May 2014	45	16 (36%)	37	11 (30)%	5	*

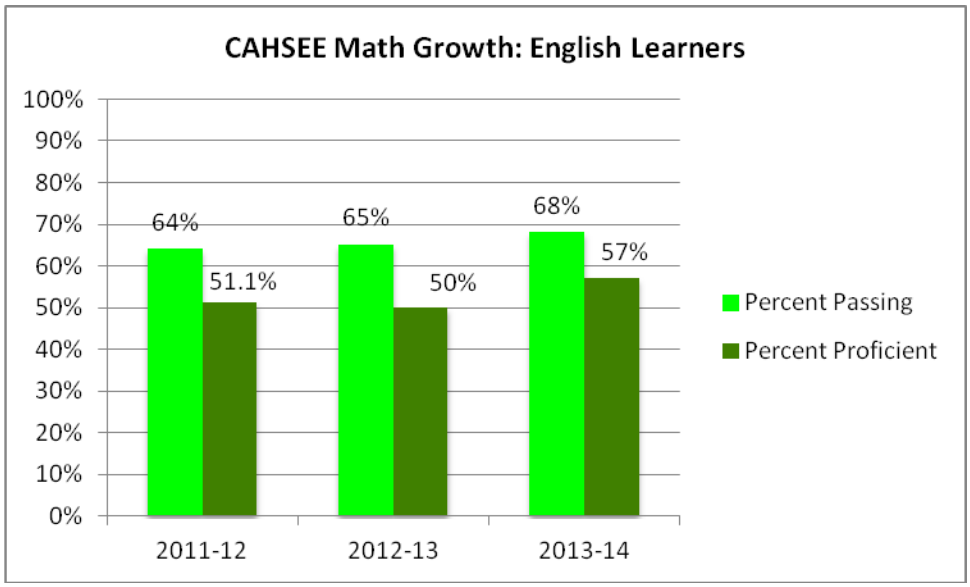
To protect privacy, * appears in place of test scores wherever those scores are based on 10 or fewer students.

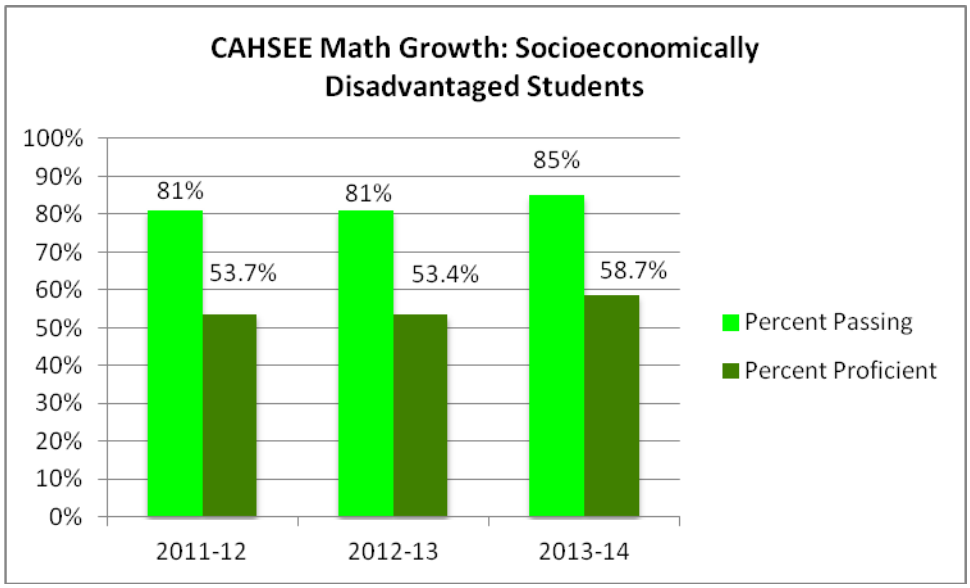
California High School Exit Exam (CAHSEE) – Math

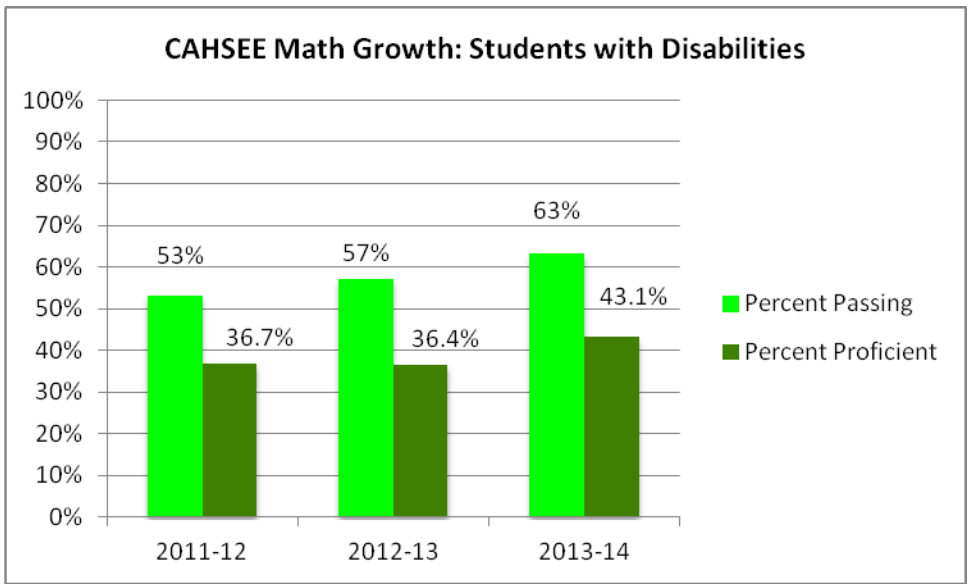
Overall, the percentages of 10th graders passing and scoring Proficient on the CAHSEE ELA have increased slightly over the past three years. In addition, each significant subgroup has seen some growth. Students with disabilities and English Learners consistently have the lowest passing and Proficient rates.

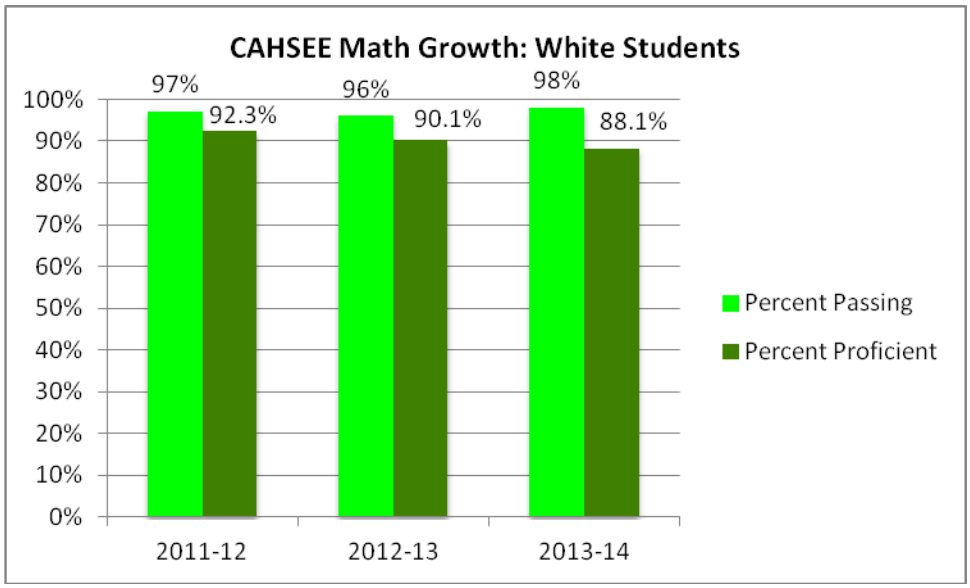
Passing rates for 11th and 12th graders have fluctuated but have generally been below 50%. The majority of 11th and 12th graders taking the CAHSEE ELA are Latino students.

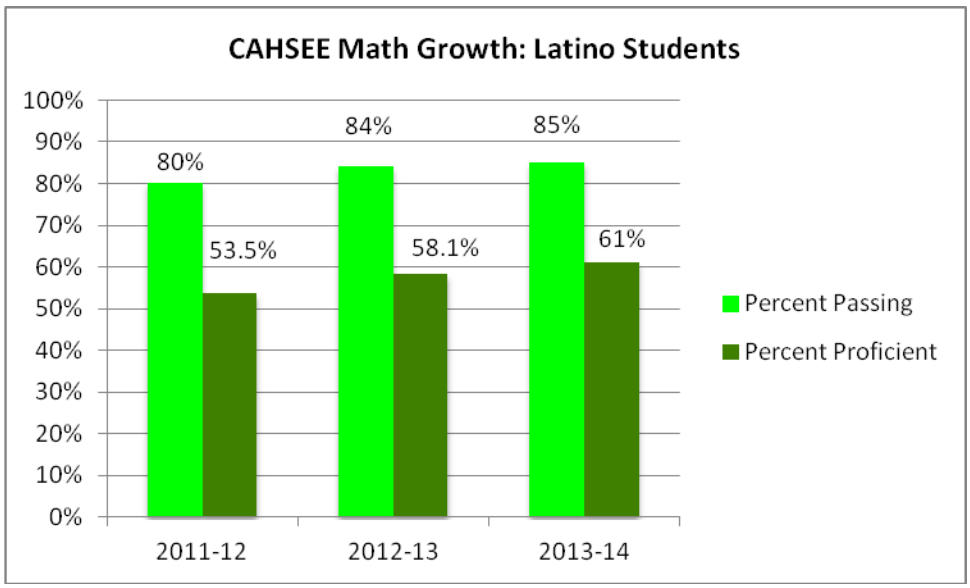





CAHSEE Math Growth: Socioeconomically Disadvantaged Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
81%
53.7%
81%
53.4%
85%
58.7%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient


CAHSEE Math Growth: Students with Disabilities
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
53%
36.7%
57%
36.4%
63%
43.1%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient


CAHSEE Math Growth: White Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
97%
92.3%
96%
90.1%
98%
88.1%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient


CAHSEE Math Growth: Latino Students
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
80%
53.5%
84%
58.1%
85%
61%
2011-12
2012-13
2013-14
Percent Passing
Percent Proficient

11th and 12th Grade CAHSEE Math Results						
Administration Date	Total Tested	Total Passing	Latino Students Tested	Latino Students Passing	White Students Tested	White Students Passing
October 2011	13	8 (62%)	7	*	3	*
November 2011	68	29 (43%)	46	11 (24%)	14	13 (93%)
February 2012	6	*	6	*	0	NA
May 2012	46	23 (50%)	31	11 (35%)	8	*
July 2012	7	*	7	*	0	NA
October 2012	9	*	8	*	1	*
November 2012	54	21 (39%)	38	10 (26%)	10	*
February 2013	9	*	8	*	0	NA
May 2013	43	19 (44%)	32	11 (34%)	10	*
July 2013	10	*	9	*	1	*
October 2013	24	9 (38%)	18	6 (33%)	5	*
November 2013	67	32 (48%)	45	17 (38%)	14	11 (79%)
February 2014	7	*	4	*	2	*
May 2014	37	19 (51%)	24	8 (33%)	7	*

To protect privacy, * appears in place of test scores wherever those scores are based on 10 or fewer students.

Figure 4.9.12

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
African American	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	48.00%	31.00%	22.00%	51.00%	35.00%	15.00%
Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White (not	10.00%	15.00%	75.00%	9.00%	35.00%	56.00%
Male	40.00%	26.00%	35.00%	37.00%	31.00%	32.00%
Female	29.00%	23.00%	47.00%	34.00%	37.00%	29.00%
Economically Disadvantaged	53.00%	30.00%	17.00%	55.00%	33.00%	12.00%
English Learners	88.00%	10.00%	2.00%	84.00%	13.00%	3.00%
Students with Disabilities	74.00%	13.00%	13.00%	71.00%	22.00%	8.00%
Students Receiving Migrant Education Services	80.00%	15.00%	5.00%	80.00%	20.00%	0.00%

School-wide Needs Assessment

A. Standards, Assessment, and Accountability

1. An assessment and monitoring system is in place for all core content areas. (EPC 5.0, WASC D.1)

- ☑ b. Identify appropriate assessments to administer to measure student progress, including: tests, essays, portfolios, projects, etc. (WASC D.2a)
- ☑ e. Include student feedback in monitoring student progress.

2. There is an ongoing process for monitoring and evaluating the implementation of the school-wide action plan. (WASC D.4)

- ☑ a. Use student achievement data and expected student learning results to monitor the school-wide action plan, including use of resources. (WASC D.4)
- ☑ c. Departments will analyze student work that demonstrates achievement of the academic standards or ESLRs four times a year.
- ☑ d. Create and implement a method to assess and monitor student achievement of the ESLRs.

B. Staffing and Professional Development

2. Staff members have access to effective professional development, including a coaching model that provides for on-going instructional assistance. (EPC 6.0, NCLB, WASC A.5, WASC B.1, WASC C.2)

- ☑ a. Provide effective professional development that includes expert training in standards-based instruction, assessed student performance, professional needs and research-based strategy instruction that actively engages students. (NCLB, WASC A.5, WASC B.1, WASC C.2)
- ☑ g. Continue to find time for curricular teams to meet given our new meeting time parameters.
- ☑ h. Provide more time to departments to look at individual student data in order to tailor the curriculum to meet student needs,.
- ☑ i. Provide further training of Instructional Associates to help students effectively in the classroom.
  - Find ways to provide training to Instructional Associates before they start and periodically during the school year.
  - Compensate Instructional Associates who wish to stay beyond their regular work day to participate in staff academic trainings.

D. Opportunity and Equal Educational Access

1. The school has a vision (purpose) that includes the expectation that all students can achieve at high levels. The educational program provides access for all students to standards and enrichment opportunities, avoiding isolation and segregation. (WASC A.1, NCLB)

- ☑ a. Identify a clear, coherent vision of what students should know and be able to do. (WASC A.1)
- ☑ b. Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming. (WASC A.1)

- ☐ c. Identify policies and bylaws that are aligned with the school's purpose and support the achievement of academic standards and school-wide learning results. (WASC A.2)
- ☐ d. Identify a school organization, structure and governance system that supports high expectations for all students. (WASC A.1a, WASC A.2)

4. Students have access to a system of personal support services, activities and opportunities at the school and within the community. (WASC E.4)

- ☐ a. Provide activities and events to engage the community and business in partnering to help increase student achievement. (WASC E.4)
- ☑ b. Increase community involvement in the teaching and learning process and in the SAFE program.
  * Hire a volunteer coordinator to increase the number of community volunteers to mentor students.
- ☑ f. Create a centralized database to measure student involvement in co-curricular activities and support services. Survey should include demographic information.

5. Research-based educational practices are utilized to increase student engagement and raise student achievement. (NCLB)

- ☑ a. Identify and implement school-wide research-based strategies to increase student engagement and raise student achievement. (NCLB)
- ☑ j. Provide opportunities for training on and implementation of differentiated instruction.
  * Identify best practices in differentiation among Sequoia staff and share these best practices with the staff.
- ☑ k. Implement more frequent checks for understanding.
  * Identify best practices for checks for understanding among Sequoia staff and share those best practices with the staff.

E. Involvement

1. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E.1)

- ☐ a. Create an effective plan for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards. (WASC E.1)
- ☐ b. Communicate with parents regarding information about the school's API and AYP scores, and the status of the school in relation to target populations and disaggregated data.
- ☑ c. Involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs. (5 CCR 3932)
- ☐ d. Educate parents about standards, curriculum, and assessment.
- ☑ l. Increase articulation with feeder schools and local/national colleges and universities.
  * Continue to develop relationships with and educate colleges and universities about Sequoia and our student applicants.
  * Provide forums for department representatives to meet with feeder school representatives around common academic verbage and vertical alignment.

2. The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)

- ☑ a. Provide a safe, clean and orderly place that nurtures learning. (WASC E.2)
- ☑ b. Establish a school culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)
- ☑ m. Train all staff on the district's decision-making process.

3. Resources are provided from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0, WASC A.6)

- ☑ a. Provide resources from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0)
- ☐ b. Involve parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932, WASC E.4)

F. Funding

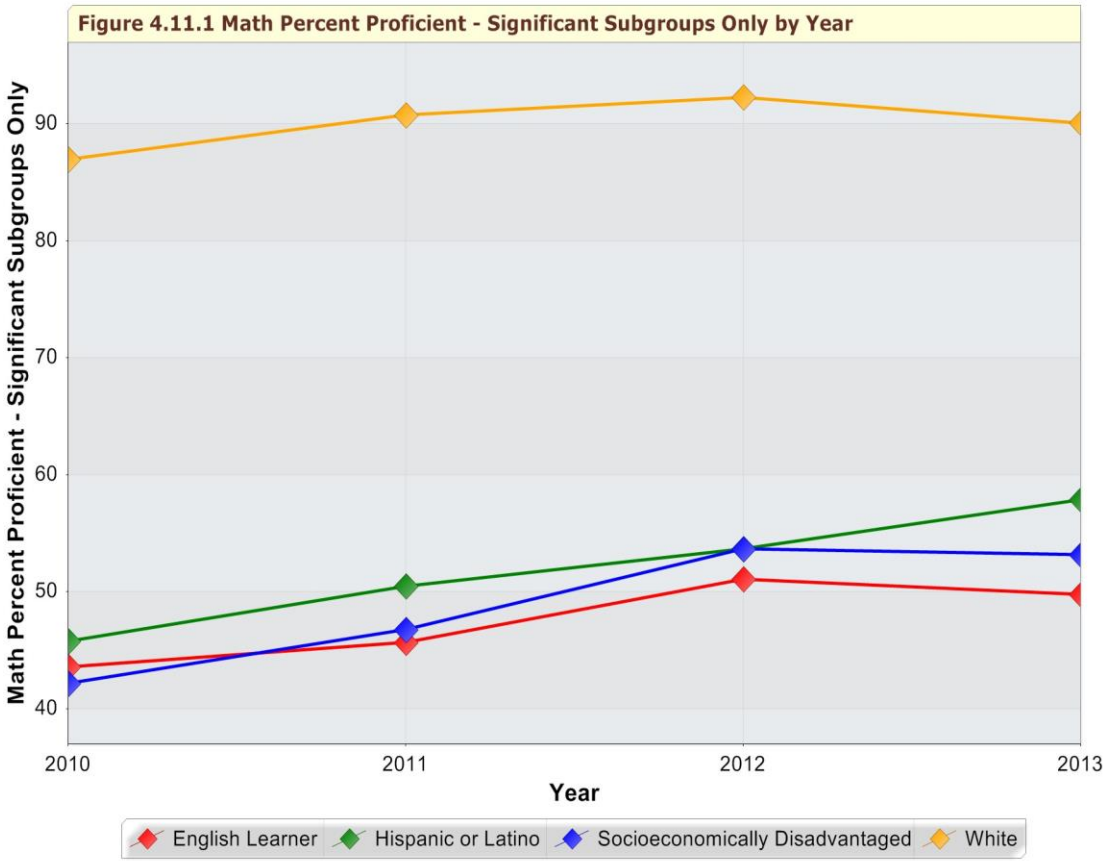
1. Services provided by categorical funds enable underperforming students to meet standards. (NCLB, WASC A.6, EPC 9.0)

- ☑ a. Ensure services provided by categorical funds enable underperforming students to meet standards. (NCLB, EPC 9.0)

Math Student Achievement Data Collection and Analyses

Math AYP Significant Subgroups (AMOs/CAHSEE)
Figure 4.11.1 (if present) shows the most recent school Math proficiency breakdown of student performance for significant subgroups.

Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets in ELA and mathematics on the assessments (2009 CSTs, grades two through eight; 2009 CAPA, grades two through eight and ten; and 2009 CAHSEE, grade ten) used in AYP calculations. Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.
Following our implementation in 2010-2011 of a more targeted CAHSEE preparation of 10th graders in algebra 1 using Data Director the graph below suggests that one of our subgroups have significantly benefited. The steady growth for the Hispanic and Latino subgroup appears to be consistent with our focus and review of prior concepts and released test items. There are slight decreases in White, Socioeconomically Disadvantaged, and English Learners (EL) subgroups. Emphasis in our EL classes and implementation of new teaching and learning strategies have helped our EL population overall. We should continue to see an increase in this area as we bring new strategies for learning into our classrooms. The persistent achievement gap that this graph implies may be directly connected with the English demand and decoding skills necessary to understand problems and expectations for solving problems. Specific reading, decoding, and mathematical interpretation and reasoning strategies may help these subgroups improve.



2009–2013 Algebra I Band Percentages Report (CST)

In Algebra 1, the significant improvement we obtained from 2009 to 2011 was maintained in 2012 and this again increased in 2013. We continue to see only 24% of students meeting standard. We implemented Algebra Connections from College Preparatory Math (CPM) in 2009-2010 for 9th graders which may account for an increase in scores in 2011 as 10th graders. The CPM demand for higher cognitive thinking enables students to think more mathematically about a problem than simply finding the right answer. However, there remains a high demand of English on the assessments which may hinder students that read below grade level and struggle with understanding directions and/or what is required of them. A targeted preparation using Data Director may help the Basic and below students get comfortable with this type assessment and include more teaching and learning on decoding and modeling strategies to solve the type problems they will encounter.

Figure 4.11.2 2009-2013 Algebra I Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	2%	1%	1%	2%
Proficient	17%	16%	23%	21%
Percent Meeting Standard	19%	17%	24%	24%
Basic	31%	35%	30%	30%
Below Basic	38%	36%	34%	34%
Far Below Basic	12%	12%	12%	12%

2009–2013 Geometry Band Percentages Report (CST)

The trend in Geometry from 2012 to 2013 offers no significant change. A slight increases can be seen at advanced, BB and FBB proficiency levels. Compared to algebra 1, we have more students meeting standard (about 15% more) and less at the FBB level which suggests that students who have struggled with math are improving their thinking and reasoning skills and applying them at a higher level.

Figure 4.11.3 2009-2013 Geometry Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	7%	6%	8%	9%
Proficient	25%	29%	31%	27%
Percent Meeting Standard	32%	35%	39%	37%
Basic	31%	30%	30%	30%
Below Basic	33%	26%	26%	27%
Far Below Basic	4%	9%	5%	6%

2009–2013 Algebra II Band Percentages Report (CST)

In Algebra 2, there is a 5% shift downward trend in scores overall. 5% decrease in Advanced, 4% decrease in Basic, but a 3% increase in BB and 6% in FBB. It looks like we have returned to 2009 levels and need to look for ways to improve.

Figure 4.11.4 2009-2013 Algebra II Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013

Advanced	17%	17%	21%	16%
Proficient	30%	36%	30%	30%
Percent Meeting Standard	47%	53%	51%	46%
Basic	29%	32%	29%	25%
Below Basic	19%	10%	17%	20%
Far Below Basic	5%	4%	3%	9%

Math Needs Assessment

A. Standards, Assessment, and Accountability

3. State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Math. (NCLB, EPC 5.2, EPC 7.2, WASC D.1, WASC B.3)

- ☑ a. Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups. (EPC 5.2, WASC D.1)
- ☑ b. Identify areas of concern, by cluster, standard, and objective in Math and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.2)
- ☑ c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Math standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.2, WASC D.2b)
- ☑ d. Report student performance data in Math to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)

B. Staffing and Professional Development

5. All Math teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.3, EPC 1.3, WASC A.5)

- ☑ a. Document that Math teachers have attended SB 472 training. (EPC 4.3)
- ☐ b. Document that Math teachers have completed 80 hours of approved SB 472 practicum. (EPC 4.3)
- ☐ c. Provide ELPD for all Math teachers who have attended AB466 or SB472. (EPC 4.3)
- ☑ d. Ensure Math teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.3) (High School Only)

6. Appropriate Math teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.3, WASC A.5)

- ☑ a. Assign highly qualified Math teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.3)
- ☑ b. Ensure daily lesson coherence in Math between strategic support and core classes.

C. Teaching and Learning

1. Students are accurately placed in appropriate Math classes. (EPC 5.2, EPC 8.2, WASC B.2, WASC D.4)

- ☑ a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in Math. (WASC D.2b, EPC 5.2, WASC B.2)
- ☑ b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in Math. (WASC D.2b)

- ☑ c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Math classes. (WASC D.4)

2. Standards-aligned instructional materials are provided for Mathematics and used appropriately and with fidelity. (EPC 1.3, WASC B.1)

- ☑ a. Document that all teachers have a comprehensive set of instructional materials in Math. (EPC 1.3)
- ☑ b. Verify that all students have access to Student Editions of Math textbooks, purchasing appropriate materials as needed. (EPC 9.2)

3. Align Mathematics curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)

- ☑ a. Deconstruct Math standards according to content, context and level of cognition.
- ☑ b. Analyze materials to ensure a standards-based curriculum in Math.
- ☑ c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Math. (WASC C.2)

4. Identify pacing with the "must-do" and "may-do" instructional components for all Math classes. (EPC 2.3, EPC 2.4, EPC 8.2)

- ☑ b. Pace Math standards. (EPC 2.3, EPC 2.4, EPC 8.2)
- ☑ c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in Math. (WASC D.2b)

5. Strategic support classes are coherently aligned with the daily lessons of core Math classrooms. (EPC 8.2, EPC 7.2, WASC A.5)

- ☑ a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core Math classroom. (EPC 7.2)

6. The master schedule provides sufficient time for Mathematics. (NCLB, EPC 2.3, WASC B.1)

- ☑ a. Ensure additional daily time is provided for intensive intervention in Math. (EPC 2.4, EPC 8.2)
- ☑ b. Ensure additional daily time is provided for strategic support classes in Math. (EPC 2.4, EPC 8.2)
- ☑ c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in Math throughout the year.
- ☑ d. Ensure there are sufficient intensive intervention and strategic support classes in Math to meet the needs of all students requiring intervention or support in math.

ELA Student Achievement Data Collection and Analyses

ELA AYP Significant Subgroups (AMOs/CAHSEE)
Figure 4.14.1 (if present) shows the most recent school ELA proficiency breakdown of student performance for significant subgroups.

Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets in ELA and mathematics on the assessments (2009 CSTs, grades two through eight; 2009 CAPA, grades two through eight and ten; and 2009 CAHSEE, grade ten) used in AYP calculations. Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.
There is a significant gap between the performance of white students and the performance of socioeconomically disadvantaged, English learners, special education, and Hispanic and Latino students. The socioeconomically disadvantaged, English learners, and Hispanic and Latino subgroups experienced a gain between 2009-2011, and the white subgroup experienced a gain from 2009-2010 and leveled off around 90% proficient between 2010-12. Between 2011-12 the performance of learners in the following categories declined: English learners, Hispanic or Latino, and socioeconomically disadvantaged. During this same time period there was a slight increase in the performance of white students. A possible reason for the decline in performance in the three sub-groups was the institution of the first draft of a pacing guide in 9th and 10th grade classes. The pacing guide affected our disadvantaged students more than our white students. White students are far outperforming their peers and a new pacing guide has been created for the 2012-13 school year. External evaluators say this initial drop is to be expected in the first year of a new timeline. Between 2012-13 the performance of learners in the following categories increased: English learners, Hispanic or Latino, and socioeconomically disadvantaged. During this time period there was a slight decrease in the performance of white students. Reasons for the increase in performance in the three sub-groups include increased familiarity with the pacing guide that was newly introduced the year before; refinements to the pacing guide; and a group of more seasoned teachers than the sub-groups had during the previous year. There still remains a significant gap between the performance of white students and the performance of socioeconomically disadvantaged, English learners, special education, and Hispanic and Latino students.

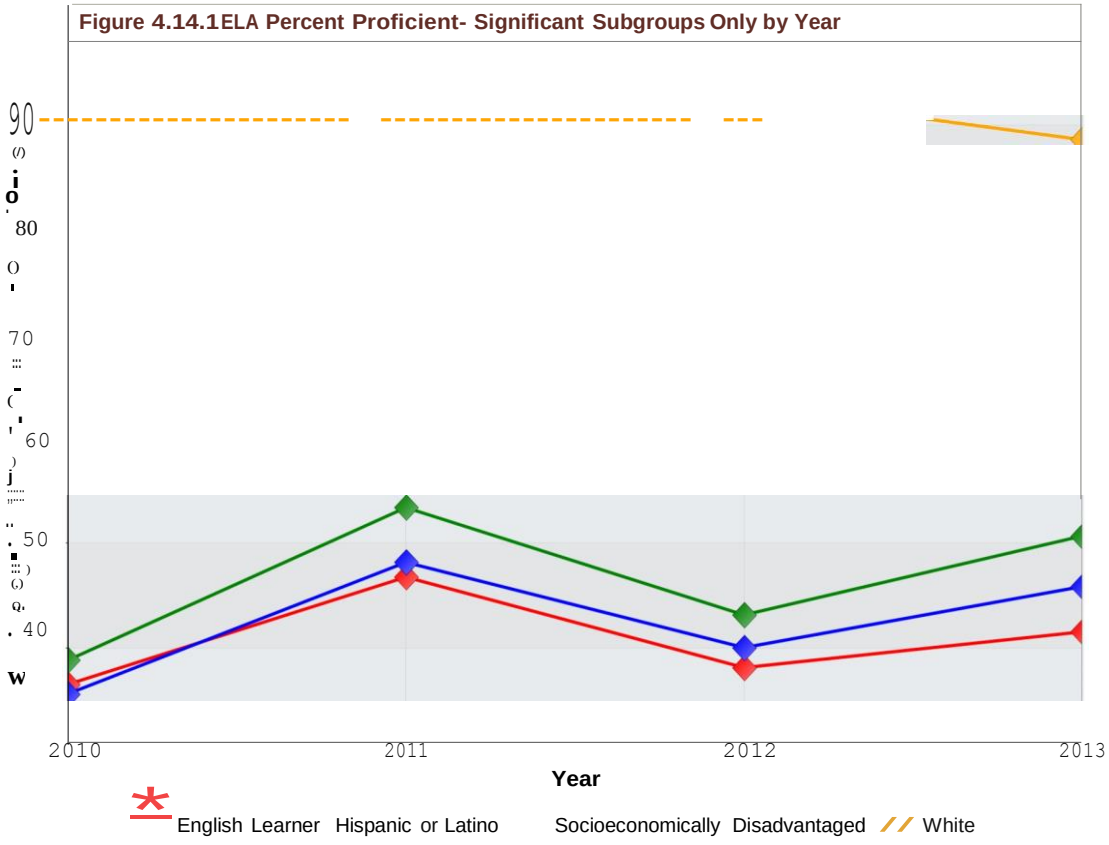


Figure 4.14.1 ELA Percent Proficient- Significant Subgroups Only by Year
90
80
70
60
50
40
2010
2011
2012
2013
Year
English Learner
Hispanic or Latino
Socioeconomically Disadvantaged
White

2009–2013 Grade Level Band Percentages Report (CST)

Figure 4.14.2 2011-2013 Grade Level Band Percentages Report (CST)

Proficiency Level	9th Grade		10th Grade		11th Grade	
	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	35%	37%	35%	31%	35%	30%
Proficient	31%	32%	23%	30%	26%	26%
Percent Meeting Standard	66%	68%	58%	61%	61%	56%
Basic	18%	18%	25%	25%	26%	29%
Below Basic	11%	9%	11%	8%	9%	10%
Far Below Basic	6%	5%	6%	6%	4%	5%

ELA Needs Assessment

A. Standards, Assessment, and Accountability

4. State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in ELA. (NCLB, EPC 5.1, EPC 7.1, WASC D.1, WASC B.3)

- ☑ b. Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.1)
- ☑ c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA ELA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.1, WASC D.2b)
- ☑ d. Report student performance data in ELA to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)

B. Staffing and Professional Development

8. All ELA teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.2, EPC 1.2, WASC A.5)

- ☑ a. Document that ELA teachers have attended SB 472 training. (EPC 4.2)
- ☑ d. Ensure ELA teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.1, EPC 1.2)

9. Appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.2, EPC 8.1 , WASC A.5)

- ☑ a. Assign highly qualified ELA teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.2)

C. Teaching and Learning

7. Students are accurately placed in appropriate ELA classes. (EPC 5.1, EPC 8.1, WASC B.2, WASC D.4)

- ☑ a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in ELA. (WASC D.2b, EPC 5.1, WASC B.2)
- ☑ b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in ELA. (WASC D.2b)

8. Standards-aligned instructional materials are provided for ELA and used appropriately and with fidelity. (EPC 1.1, WASC B.1)

- ☑ a. Document that all teachers have a comprehensive set of instructional materials in ELA. (EPC 1.1)
- ☑ b. Verify that all students have access to Student Editions of ELA textbooks, purchasing appropriate materials as needed. (EPC 9.1)

9. Align ELA curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)

- ☑ b. Analyze materials to ensure a standards-based curriculum in ELA.

10. Identify pacing with the "must-do" and "may-do" instructional components for all ELA classes. (EPC 2.1, EPC 2.2, EPC 8.1)

- ☑ b. Pace ELA standards. (EPC 2.1, EPC 2.2, EPC 8.1)
- ☑ c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in ELA. (WASC D.2b)

12. The master schedule provides sufficient time for ELA. (NCLB, EPC 2.1, EPC 2.2, WASC B.1)

- ☑ a. Ensure additional daily time is provided for intensive intervention in ELA. (EPC 2.2, EPC 8.1)
- ☑ b. Ensure additional daily time is provided for strategic support classes in ELA. (EPC 2.2, EPC 8.1)
- ☑ d. Ensure there are sufficient intensive intervention and strategic support classes in ELA to meet the needs of all students requiring an intervention or support in ELA.

Science Student Achievement Data Collection and Analyses

2009–2013 Science Band Percentages Report (CST)
Figure 4.17.1 shows the school science proficiency breakdown of student performance by proficiency band for the period of 2008 to 2012.
Figure 4.17.1 shows the school science proficiency breakdown of student performance by proficiency band for the period of 2009-2013. Science continues to show an overall trend of increasing student achievement. The most notable exception is the drop in "Proficient" and "Percent Meeting Standard" in Physics. We think this is the result of an increased number of 9th graders enrolling in that course to be eligible for IB Biology their 11th and 12th grade years.

More students are meeting standards in all science subjects taught at the school. Once significant area of growth from 2010-2013 in Earth Science standards because our AIS course adopt the Earth Science standards in 2011. Fewer students were designated FBB in all subjects from 11-12 to 12-13 in all classes except Physics. Fewer students were designated FBB in all subjects from 11-12 to 12-13 in all classes except Biology.

Figure 4.17.1 2009-2013 Science Band Percentages Report (CST)

Proficiency Level	Life Science (10th Grade)		Earth Science		Biology		Chemistry		Physics	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	32%	37%	1%	6%	28%	33%	32%	26%	15%	16%
Proficient	28%	24%	16%	20%	28%	24%	29%	30%	37%	24%
Percent Meeting Standard	60%	61%	17%	26%	56%	56%	61%	56%	53%	40%
Basic	25%	26%	47%	47%	30%	30%	24%	31%	32%	45%
Below Basic	9%	8%	18%	16%	7%	9%	10%	9%	12%	9%
Far Below Basic	6%	6%	18%	11%	7%	5%	5%	3%	3%	6%

Science Needs Assessment

A. Standards, Assessment, and Accountability

5. State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Science. (NCLB, WASC D.1)

- ☑ a. Disaggregate student academic achievement data in Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)
- ☑ b. Identify areas of concern, by cluster, standard, and objective in Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
- ☑ c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (WASC D.2b)

B. Staffing and Professional Development

11. All Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)

- ☑ a. Document that Science teachers have attended instructional materials training.
- ☑ c. Ensure Science teachers have and appropriately use instructional materials.

12. Appropriate Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)

- ☑ a. Assign highly qualified Science teachers to instruct EL, advanced and Special Education classes. (NCLB)

C. Teaching and Learning

13. Students are accurately placed in appropriate Science classes. (WASC B.2, WASC D.4, WASC D.2)

- ☑ a. Use student achievement data and core or district placement data in Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)
- ☑ b. Create a master schedule that appropriately places all Science students. (WASC D.2b)
- ☑ c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Science classes. (WASC D.4)

14. Standards-aligned instructional materials are provided for Science and used appropriately and with fidelity. (WASC B.1)

- ☑ a. Document that all teachers have a comprehensive set of instructional materials in Science.
- ☑ b. Verify that all students have access to Student Editions of Science textbooks, purchasing appropriate materials as needed. (WASC A.6)

15. Align Science curriculum, instruction, and materials to content and performance standards. (NCLB)

- ☑ a. Deconstruct Science standards according to content, context and level of cognition.
- ☑ c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Science.

16. Identify pacing with the "must-do" and "may-do" instructional components for all Science classes.

- ☑ a. Analyze CST blueprint in Science.
- ☑ b. Pace Science standards.
- ☑ c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in Science.

17. Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core Science classrooms. (WASC A.5)

- ☑ a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core Science classroom.

History-Social Science Student Achievement Data Collection and Analyses

2009–2013 History-Social Science Band Percentages Report (CST)
Figure 4.20.1 shows the school History-Social Science proficiency breakdown of student performance by proficiency band for the period of 2010 to 2013.
Figure 4.20.1 shows the school History-Social Science proficiency breakdown of student performance by proficiency band for the period of 2009-2013. Between the spring of 2010 and the Spring of 2013, the Sequoia High School social studies department has seen a 2% decrease in the number of tenth grade students meeting the CA content standards (56% in 09-10 to 54% in 12-13). However, we have also seen movement at the lower end of the spectrum and we have seen decreases in the percentages of both the below basic and far below basic groups with those students moving into the Basic category. All of these numbers are small enough that they are likely attributable to expected variance.

Comparatively, we have seen a significant increase in the performance of 11th grade United States history students over that same time period. We have seen a 10% increase in the percentage of students scoring advanced (from 21% in 09-10 to 31% in 12-13). and proficient (23% in 09-10 to 28% in 12-13.) The percentage of students meeting the CA content standards jumped 15% (from 44% in 09-10 to 59% in 12-13) and has increased every year during the time period in question. As one might guess, the number of students scoring below basic (13 % in 09-10 to 6% in 12-13) and Far Below Basic (17% in 09-10 to 12% in 12-13) both declined significantly.

The increases in US history performance are likely attributable at least in part to increased opportunities for collaboration amongst teachers and an increased emphasis on stating clear learning objectives for students and consistent, common assessments.

Figure 4.20.1 2009-2013 History-Social Science Band Percentages Report (CST)

Proficiency Level	World History				U.S. History 11th Grade			
	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Advanced	33%	36%	34%	32%	21%	25%	27%	31%
Proficient	24%	20%	25%	22%	23%	24%	32%	28%
Percent Meeting Standard	56%	56%	59%	54%	44%	49%	58%	59%
Basic	20%	16%	20%	24%	26%	23%	26%	23%
Below Basic	8%	9%	7%	7%	13%	13%	11%	6%
Far Below Basic	16%	19%	14%	15%	17%	15%	5%	12%

History-Social Science Needs Assessment

A. Standards, Assessment, and Accountability

6. State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in History-Social Science. (NCLB, WASC D.1)

- ☑ a. Disaggregate student academic achievement data in History-Social Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)
- ☑ b. Identify areas of concern, by cluster, standard, and objective in History-Social Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
- ☑ c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA History-Social Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data (WASC D.2b)

B. Staffing and Professional Development

13. All History-Social Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)

- ☑ b. Provide ELPD for all History-Social Science teachers.
- ☑ c. Ensure History-Social Science teachers have, and appropriately use, instructional materials.

14. Appropriate History-Social Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)

- ☑ a. Assign highly qualified History-Social Science teachers to instruct EL, advanced and Special Education classes. (NCLB)

C. Teaching and Learning

18. Students are accurately placed in appropriate History-Social Science classes. (WASC B.2, WASC D.4, WASC D.2)

- ☑ a. Use student achievement data and core or district placement data in History-Social Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)
- ☑ b. Create a master schedule that appropriately places all History-Social Science students. (WASC D.2b)
- ☑ c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate History-Social Science classes. (WASC D.4)

19. Standards-aligned instructional materials are provided for History-Social Science and used appropriately and with fidelity. (WASC B.1)

- ☑ a. Document that all teachers have a comprehensive set of instructional materials in History-Social Science.

☑ b. Verify that all students have access to Student Editions of History-Social Science textbooks, purchasing appropriate materials as needed. (WASC A.6)

20. Align History-Social Science curriculum, instruction, and materials to content and performance standards. (NCLB)

☑ a. Deconstruct History-Social Science standards according to content, context and level of cognition.

☑ b. Analyze materials to ensure a standards-based curriculum in History-Social Science.

☑ c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in History-Social Science.

21. Identify pacing with the "must-do" and "may-do" instructional components for all History-Social Science classes.

☑ c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in History-Social Science.

22. Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core History-Social Science classrooms. (WASC A.5)

☑ a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core History-Social Science classroom.

Chapter Five

Action Plan

a. Action Plan
b. Categorical Program Overview
c. Budget Narrative
d. Recommendations and Assurances
e. School Site Council Membership

Action Plan

SHS Expected School-wide Learning Results

1: All students' academic performance will increase, as demonstrated through the following: a) CAASPP Assessment; b) CELDT; c) students enrolled in one or more IB course; d) students meeting UC/CSU a-g requirements; e) students on-track to graduate.

2: All students will improve their literacy skills as demonstrated through the All-School Literacy Performance Task and subject area lessons involving understanding and responding to an entire writing prompt, comparing and analyzing multiple academic texts, defending claims using academic language, and communicating effectively.

3: All students will improve their mathematical reasoning skills as demonstrated through the All-School Numeracy Performance Task and subject area lessons involving graph interpretation, use of fractions or percentages, decoding word problems, establishing mathematical relationships, and/or finding mathematical solutions in context.

SCHOOL-WIDE ACTION PLAN				
ALIGNMENT **Standards, Assessment, Accountability**			**EXPECTATIONS/OPPORTUNITY**	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
An assessment and monitoring system is in place for all core content areas. (EPC 5.0, WASC D.1)				

There is an ongoing process for monitoring and evaluating the implementation of the school-wide action plan. (WASC D.4)

A.2.c. Departments will analyze student work that demonstrates achievement of the academic standards or ESLRs four times a year. - Curricular teams will spend two collaboration days analyzing student work using a schoolwide student work analysis tool	Fall 2012	Analysis will be completed at least once a quarter.	In 2012-13, student work that demonstrated achievement of the academic standards and/or ESLRs/ CANs was analyzed by teachers on October 1st, October 8th, January 14th and April 29th. In 2013-14, this analysis transpired in collaboration team meetings on several collab. Mondays, as well as at the January 6th inservice. In January 2015 and January 2016, staff graded schoolwide numeracy and literacy tasks, and discussed student strengths and areas for growth.	Collaboration time has been utilized to make this work possible, as well as a staff development day.

ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Staff members have access to effective professional development, including a coaching model that provides for on-going instructional assistance. (EPC 6.0, NCLB, WASC A.5, WASC B.1, WASC C.2)				

ALIGNMENT **Opportunity and Equal Educational Access**			**EXPECTATIONS/OPPORTUNITY**	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

The school has a vision (purpose) that includes the expectation that all students can achieve at high levels. The educational program provides access for all students to standards and enrichment opportunities, avoiding isolation and segregation. (WASC A.1, NCLB)

Students have access to a system of personal support services, activities and opportunities at the school and within the community. (WASC E.4)

Research-based educational practices are utilized to increase student engagement and raise student achievement. (NCLB)

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			In the 2012-13 school year, a round robin collaboration schedule was utilized for teachers to learn from each other's best practices. These included an overview of DII and another workshop on classroom climate. Staff was also trained on correctives by some of our teachers at a staff meeting in February. In the 2013-14 school year, this work has continued the four core departments are now DII trained, with world languages being trained next. Staff uses a start of class objective and end of period assessment.	Collaboration time is utilized for staff development, as well as inservice days. Funding for the DII training comes from the District Office.
D.5.j. Provide opportunities for training on and implementation of differentiated instruction. *Teachers will share differentiation strategies in department meetings. *Teachers piloting standards-based grading will share how their systems support differentiated instruction. *Departments will decide on 1-2 differentiation strategies to implement across the curriculum. *Teachers will share evidence of implementation through lesson plans and/or student workvia google drive.	2009	Ongoing		

ALIGNMENT Involvement			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E.1)				
E.1.l. Increase articulation with partner schools * Provide forums for department representatives to meet with partner school representatives around common academic verbiage and vertical alignment.			Guidance counselors, IVP and current SHS students visited all partner schools and presented re: increasing access to ICAP/IB to teachers, students… Gave specific instruction to students/families re: what they need to do to prepare Guidance counselors review various placement assessments to identify students additional students who might be placed in ICAP courses, and then follow up with students and teachers regarding those placement options.	
E.1.l. Increase articulation with local/national colleges and universities. * Continue to develop relationships with and educate colleges and universities about Sequoia and our student applicants.	2010	Ongoing	Head Guidance Counselor, College/Career Advisor and IB Coordinator continue to visit colleges and universities within and outside of CA/the US in order to develop relationships with admissions officers, as well as at conference like Share, Learn & Connect, NACAC and WACAC. Head Guidance Counselor is on the WACAC Board and volunteers with its District Directions Program, which has strengthened relationships with admissions officers. Increased the number of college	The Foundation funds visits to colleges. Articulation meetings are funded/made to happen by the District Office.
The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)				

Resources are provided from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0, WASC A.6)

ALIGNMENT Funding			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Services provided by categorical funds enable underperforming students to meet standards. (NCLB, WASC A.6, EPC 9.0)				

MATH ACTION PLAN				
ALIGNMENT **Standards, Assessment, Accountability**			**EXPECTATIONS/OPPORTUNITY**	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Appropriate Math teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.3, WASC A.5)				

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate Math classes. (EPC 5.2, EPC 8.2, WASC B.2, WASC D.4)				
C.1.a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in Math. (WASC D.2b, EPC 5.2, WASC B.2)	2009	Ongoing	IVP/share drive databases District Placement Guide	Prep time
C.1.b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in Math. (WASC D.2b)	2009	Ongoing	Master schedule	IVP general fund
C.1.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Math classes. (WASC D.4)	2009	Ongoing	Guidance records	Prep time
Standards-aligned instructional materials are provided for Mathematics and used appropriately and with fidelity. (EPC 1.3, WASC B.1)				
C.2.a. Document that all teachers have a comprehensive set of instructional materials in Math. (EPC 1.3)	2009	Ongoing	Teacher textbooks Library data	Department supply budget District textbook budget
C.2.b. Verify that all students have access to Student Editions of Math textbooks, purchasing appropriate materials as needed. (EPC 9.2)	2009	Ongoing	Library data	District textbook budget
Align Mathematics curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)				
C.3.a. Deconstruct Math standards according to content, context and level of cognition.	2009	Ongoing	Pacing guides Curricular team minutes Curricular team quizzes, tests, assignments	Collaboration time Department Chair release
C.3.b. Analyze materials to ensure a standards-based curriculum in Math.	2009	Ongoing	Textbook adoption Library records Department meeting minutes Curricular team minutes	District funding Department Chair release Collaboration time
C.3.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Math. (WASC C.2)	2009	Ongoing	Assignments Tests Quizzes WWH Smart Board files	Collaboration time

Identify pacing with the "must-do" and "may-do" instructional components for all Math classes. (EPC 2.3, EPC 2.4, EPC 8.2)

C.4.b. Pace Math standards. (EPC 2.3, EPC 2.4, EPC 8.2)	2009	Ongoing	Pacing guides	Collaboration time
C.4.c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in Math. (WASC D.2b)	2009	Ongoing	Lesson plans WWH Smart Board files Curricular team meeting minutes	District PD Collaboration time Department Chair release time

Strategic support classes are coherently aligned with the daily lessons of core Math classrooms. (EPC 8.2, EPC 7.2, WASC A.5)

C.5.a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core Math classroom. (EPC 7.2)	2009	Ongoing	Curricular Team Minutes Pacing Guides PPH	Collaboration time Regular teacher prep time

The master schedule provides sufficient time for Mathematics. (NCLB, EPC 2.3, WASC B.1)

C.6.a. Ensure additional daily time is provided for intensive intervention in Math. (EPC 2.4, EPC 8.2)	2009	Ongoing	Master schedule District Placement Guide	Department Chair release
C.6.b. Ensure additional daily time is provided for strategic support classes in Math. (EPC 2.4, EPC 8.2)	2009	Ongoing	Master schedule	Department Chair release
C.6.c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in Math throughout the year.	2009	Ongoing	Master schedule Guidance records	Department Chair release
C.6.d. Ensure there are sufficient intensive intervention and strategic support classes in Math to meet the needs of all students requiring intervention or support in math.	2009	Ongoing	Master schedule Guidance records	Department Chair release

ELA ACTION PLAN				
ALIGNMENT **Standards, Assessment, Accountability**			**EXPECTATIONS/OPPORTUNITY**	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in ELA. (NCLB, EPC 5.1, EPC 7.1, WASC D.1, WASC B.3)				
A.4.b. Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.1)	2009	Ongoing	Analysis of benchmark data using Data Director (ended in 2013 - our district no longer uses benchmarks for English). Curriculum team calendar (collab time)	Collaboration time
A.4.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA ELA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.1, WASC D.2b)	2009	Ongoing	Teachers have met during common prep periods to analyze work samples as well as during department meeting time. Meeting minutes and revised lesson plans. Starting in 2013-14, teachers meet during collaboration time.	Collaboration time
A.4.d. Report student performance data in ELA to all stakeholders; provide feedback to students; provide feedback to parents. (WASC D.1)	2009	Ongoing	PTSA/ELAC meetings, SARC report, Site Plan, SLT meetings, and School Website	Translation paid for out of EIA funds District pays for SLT meetings

ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
All ELA teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.2, EPC 1.2, WASC A.5)				
B.8.a. Document that ELA teachers have attended SB 472 training. (EPC 4.2)	2011	2012	Release days provided for teachers to attend trainings. District training sign-in sheets.	District Office
B.8.d. Ensure ELA teachers have, and appropriately use, standards-aligned instructional materials. (EPC 1.1, EPC 1.2)	2009	Ongoing	Pacing guides, textbook adoption, lesson plans	District funding
Appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.2, EPC 8.1 , WASC A.5)				
B.9.a. Assign highly qualified ELA teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.2)	2009	Ongoing	Department Chair and IVP Evidence: master schedule	Department Chair release period

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate ELA classes. (EPC 5.1, EPC 8.1, WASC B.2, WASC D.4)				
C.7.a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in ELA. (WASC D.2b, EPC 5.1, WASC B.2)	2009	Ongoing	Department Chairs, IVPs, and Guidance Counselors use the placement chart and student assessment scores as well as recommendations to place students into appropriate classes.	DC Release time
C.7.b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in ELA. (WASC D.2b)	2009	Ongoing	DCs , IVPs, and guidance use a placement chart and student test scores to determine student placement and then class sections are determined based on enrollment. See master schedule.	DC release time
Standards-aligned instructional materials are provided for ELA and used appropriately and with fidelity. (EPC 1.1, WASC B.1)				
C.8.a. Document that all teachers have a comprehensive set of instructional materials in ELA. (EPC 1.1)	2009	Ongoing	Teachers have teacher editions for textbooks and meet in curricular teams to create standards aligned lessons and assignments. Evidence: library database and lessons on the Share drive.	District funding for books
C.8.b. Verify that all students have access to Student Editions of ELA textbooks, purchasing appropriate materials as needed. (EPC 9.1)	2009	Ongoing	All students in 9-10 grade have copies of Prentice Hall as well as all other additional texts used in courses. 11-12 grade students each have a copy of all texts used in class. Evidence: library database	Textbook Clerk and DC release period
Align ELA curriculum, instruction, and materials to content and performance standards. (NCLB, WASC C.2)				
C.9.b. Analyze materials to ensure a standards-based curriculum in ELA.	2009	Ongoing	Curriculum teams meet to create a standards based curriculum. Department chairs and coaches meet with curriculum teams occasionally. Teachers follow a district pacing guide. Materials are chosen from the textbook as well as outside sources to ensure a rigorous standards-based curriculum.	District funded release time; DC release period

Identify pacing with the "must-do" and "may-do" instructional components for all ELA classes. (EPC 2.1, EPC 2.2, EPC 8.1)

C.10.b. Pace ELA standards. (EPC 2.1, EPC 2.2, EPC 8.1)	2011	Ongoing	Two pacing guides have been developed for 9th and 10th grades; the first one was revised to allow for reteaching and to ensure that appropriate standards were met.	District paid days during the summer of 2011. Collaboration time.
C.10.c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in ELA. (WASC D.2b)	2009	Ongoing	Pacing guide meetings, curriculum team meetings, DII trainings. Sign in sheets, pacing guide, lesson plans.	District money for release days. District coaches.

The master schedule provides sufficient time for ELA. (NCLB, EPC 2.1, EPC 2.2, WASC B.1)

C.12.a. Ensure additional daily time is provided for intensive intervention in ELA. (EPC 2.2, EPC 8.1)	2009	Ongoing	Master schedule	Program Improvement (PI)
C.12.b. Ensure additional daily time is provided for strategic support classes in ELA. (EPC 2.2, EPC 8.1)	2009	Ongoing	Master schedule	PI
C.12.d. Ensure there are sufficient intensive intervention and strategic support classes in ELA to meet the needs of all students requiring an intervention or support in ELA.	2009	Ongoing	Student test data; master schedule process.	DC release period; PI funding

SCIENCE ACTION PLAN				
ALIGNMENT **Standards, Assessment, Accountability**			**EXPECTATIONS/OPPORTUNITY**	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Science. (NCLB, WASC D.1)				
A.5.a. Disaggregate student academic achievement data in Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)	2010	ongoing	Data Director reports and department and collaboration meeting minutes.	Collaboration time
A.5.b. Identify areas of concern, by cluster, standard, and objective in Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	2010	Ongoing	Data Director reports and department collaboration minutes	Collaboration time
A.5.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (WASC D.2b)	2009	Ongoing	Collaboration minutes, individual teacher curriculum	Collaboration time and prep time

ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
All Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)				
B.11.a. Document that Science teachers have attended instructional materials training.	2009	Ongoing	Release days to meet with textbook companies, ALS, and Science Education Conferences .	District and department budget
B.11.c. Ensure Science teachers have and appropriately use instructional materials.	2009	Ongoing	Textbooks and supplementary materials given to every student and demo/ lab equipment provided by the department.	Textbook records and department expense reports
Appropriate Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)				
B.12.a. Assign highly qualified Science teachers to instruct EL, advanced and Special Education classes. (NCLB)	2009	Ongoing	Science department master schedule	District

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate Science classes. (WASC B.2, WASC D.4, WASC D.2)				
C.13.a. Use student achievement data and core or district placement data in Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)	2009	Ongoing	Guidance department records and master schedule	District
C.13.b. Create a master schedule that appropriately places all Science students. (WASC D.2b)	2009	Ongoing	Master schedule and adjustments made to students' schedules throughout the year and at the semester.	District
C.13.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Science classes. (WASC D.4)	2009	Ongoing	Adjustments to students' schedules made at the semester. Guidance records.	District - employment
Standards-aligned instructional materials are provided for Science and used appropriately and with fidelity. (WASC B.1)				
C.14.a. Document that all teachers have a comprehensive set of instructional materials in Science.	2009	Ongoing	All teacher receive teacher textbook materials and all students get a copy of the student edition.	District funding and Department Chair release time.
C.14.b. Verify that all students have access to Student Editions of Science textbooks, purchasing appropriate materials as needed. (WASC A.6)	2009	Ongoing	Library records, department budget records	District funding and Department Chair release time
Align Science curriculum, instruction, and materials to content and performance standards. (NCLB)				
C.15.a. Deconstruct Science standards according to content, context and level of cognition.	2009	Ongoing	Department meeting and collaboration minutes as well as teacher curricula.	District
C.15.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in Science.	2009	Ongoing	Department meeting and collaboration minutes as well as teacher curricula	District funding

Identify pacing with the "must-do" and "may-do" instructional components for all Science classes.

C.16.a. Analyze CST blueprint in Science.	2009	Ongoing	Teacher lesson plans and curricula	District funding
C.16.b. Pace Science standards.	2009	Ongoing	Teacher lesson and unit plans as well as binder unit packets.	District
C.16.c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in Science.	2009	Ongoing	School-wide collaboration sign in sheets, individual teachers attending professional conferences.	District and departmental funding

Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core Science classrooms. (WASC A.5)

C.17.a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core Science classroom.	2009	Ongoing	Meeting minutes and the SHS course handbook (PPH)	District

SOCIAL SCIENCE ACTION PLAN				
ALIGNMENT **Standards, Assessment, Accountability**			**EXPECTATIONS/OPPORTUNITY**	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in History-Social Science. (NCLB, WASC D.1)				
A.6.a. Disaggregate student academic achievement data in History-Social Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)	2010	Ongoing	Department meeting notes Data Director	
A.6.b. Identify areas of concern, by cluster, standard, and objective in History-Social Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.	2011	Ongoing	Data Director	
A.6.c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA History-Social Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data (WASC D.2b)	2009	Ongoing	Department meeting notes	

ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
All History-Social Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)				
B.13.b. Provide ELPD for all History-Social Science teachers.	2009	Ongoing	District records and sign-in sheets	
B.13.c. Ensure History-Social Science teachers have, and appropriately use, instructional materials.	2009	Ongoing	Library logs, technology sign-out sheets, administration observations	
Appropriate History-Social Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)				
B.14.a. Assign highly qualified History-Social Science teachers to instruct EL, advanced and Special Education classes. (NCLB)	2009	Ongoing	District Human Resource records	

ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate History-Social Science classes. (WASC B.2, WASC D.4, WASC D.2)				
C.18.a. Use student achievement data and core or district placement data in History-Social Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)	2010	Ongoing	CST scores, social studies course rosters	
C.18.b. Create a master schedule that appropriately places all History-Social Science students. (WASC D.2b)	2009	Ongoing	Master schedule	
C.18.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate History-Social Science classes. (WASC D.4)	2009	Ongoing	Teacher emails and guidance records of adds and drops, social studies course grades	
Standards-aligned instructional materials are provided for History-Social Science and used appropriately and with fidelity. (WASC B.1)				
C.19.a. Document that all teachers have a comprehensive set of instructional materials in History-Social Science.	2009	Ongoing	Classroom observations, Department Chair monitoring	
C.19.b. Verify that all students have access to Student Editions of History-Social Science textbooks, purchasing appropriate materials as needed. (WASC A.6)	2009	Ongoing	Library checkout sheets, classroom observations	
Align History-Social Science curriculum, instruction, and materials to content and performance standards. (NCLB)				
C.20.a. Deconstruct History-Social Science standards according to content, context and level of cognition.	2009	Ongoing	Data Director assessment records, common finals, assignments labeled with standards	
C.20.b. Analyze materials to ensure a standards-based curriculum in History-Social Science.	2011	Ongoing	Data Director Department meeting notes	
C.20.c. Confirm standards-based objectives are explicitly addressed and fill gaps as needed in History-Social Science.	2012	Ongoing	Data Director assessments Department meeting notes	

Identify pacing with the "must-do" and "may-do" instructional components for all History-Social Science classes.

C.21.c. Determine appropriate standards-based materials and research-based strategies to increase student engagement in History-Social Science.	2009	Ongoing	Professional development sign in sheets, department meeting notes, staff meeting notes	

Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core History-Social Science classrooms. (WASC A.5)

C.22.a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core History-Social Science classroom.	2009	Ongoing	Course Description Handbook, Curriculum team meeting notes	

Categorical Program Overview

Mark each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (*The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.*)

	State Programs	Allocation
☐	California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	
☐	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	
☐	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	
☐	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	
☐	Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	
☐	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	
☐	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	
☐	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	
☐	School Safety and Violence Prevention Act Purpose: Increase school safety.	
☐	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	
☐	Other State or Local funds (e.g., Gifted and Talented Education)	
☑	Tier III (Includes Pupil Retention, School and Library Improvement, School Safety and Violence Prevention)	$161,500
☑	Digital Arts Academy	$114,615
☑	Health Academy	$128,791
	Total amount of state categorical funds allocated to this school	$404,906

	Federal Programs under No Child Left Behind (NCLB)	Allocation
☐	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution.	
☐	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth.	
☐	Title I, Part A: School-wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas.	
☑	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	$176,476
☐	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups.	
☐	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals.	
☐	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology.	
☑	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	$41,368
☐	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement.	
☐	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.	
☐	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs.	
☐	Other Federal Funds	
☑	Carl Perkins	**$42,000**
☑	21st Century Grant	$250,000
	Total amount of federal categorical funds allocated to this school	$509,844
	Total amount of state and federal categorical funds allocated to this school	$914,750

Budget Narrative

Fiscal Year 2015-2016

Name of District:	Sequoia Union High School District	Date:	04/19/2016
CDS Code:	4169062	Total 2015-2016 Allocation:	$1,117,213
Name of School:	Sequoia High School	School CDS Code:	41690624136693
School Contact Person:	Sean Priest	Phone:	(650) 367-9780 ex. 60010

*Note: 1% of NCLB Title 1 funds must be allocated to Parent Engagement

Object Code	Expenditure Description	Amount	Funding Source	Justification	Plan Page #
1000-1999	Certificated Personnel				
	Reduced class size	$44,000	EIA	Smaller class sizes for ELD I students	
	Teen Resource Center Coordinator	$47,000	Tier III	Coordinates student mental health services	
	Reduced class size	$60,000	Health Academy	For state mandated class size reductions and coordinator release periods that are a part of the Academy structure.	
	Reduced class size	$75,000	Digital Arts Academy	For state mandated class size reductions and coordinator release periods that are a part of the Academy structure.	
	Bilingual Resource Teacher	$102,000	Title III	A full time bilingual resource teacher for our substantial EL population.	
	SAFE Teachers	$53,000	21st Century Grant	Provide after school tutoring and enrichment classes.	
	Staff Development	$16,000	Title I	Provides time for teachers of Title I students to attend trainings and work collaboratively.	
	Additional Summer Enrichment	$28,459	Title I	Provides summer enrichments for students beyond the summer school day	
2000-2999	Classified Personnel Salaries				
	Bilingual Instructional Associate	$33,000	EIA	Assists teachers with ELD students during the school day and summer school day	
	AmeriCorps Staff	$25,000	Tier III	Works with caseloads of at risk students	

	Bilingual Instructional Associates	$33,000	Tier III	Assists teachefbrs with ELD students during the school day and summer school day	
	Summer Enrichment	$8,500	Tier III	Provide support for summer school and enrichment programs	
	SAFE coordinators, security, sub contractors and tutors	$152,000	21st Century Grant	Coordinate, assist and run after school activities for SAFE program	
	Parent Center Coordinator, ELAC Support, Bilingual Instructional Assistants and Bilingual GIS	$147,961	Title I	Runs the Parent Center to connect parents with the school; runs ELAC meetings; assists the BRT in serving the school's ELD population; provides extra assistance in classes with larger EL populations	
3000-3999	Employee Benefits				
4000-4999	Books, Materials, Supplies				

	Supplemental Materials	$10,000	EIA	Provides supplemental materials such as Teen Biz for EL students	
	Supplemental Materials	$20,000	Health Academy	Provides supplemental materials for health specific CTE enrichment	
	Supplemental Materials	$30,000	Electronic Arts Academy	Provides supplemental materials for technology specific CTE enrichment	
	Supplemental Materials	$25,000	21st Century Grant	Provide supplies for SAFE classes	
	Supplemental Materials	$42,000	Carl Perkins	Provide extra supplies to enhance CTE offerings	
5000-5999	Services and Other Operating Expenses (Including Travel and Direct Costs)				
	Field Trips	$10,000	Health Academy	Enrichment trips related to the health profession and team building	
	Field Trips	$9,615	Digital Arts Academy	Enrichment trips related to tech profession and team building	
	Snacks and transportation	$25,000	21st Century Grant	Provide daily snacks and transportation to off-campus enrichments	
6000-7999	Capital Outlay (Equipment)				
	Health Equipment	$23,791	Health Academy	To purchase/replace health equipment specific to program needs	

	Indirect Costs @ Variance @				
Total Amount of Funds Requested		$$1,117,213			

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

- ☑ School Advisory Committee for State Compensatory Education Programs
- ☑ English Learner Advisory Committee
- ☑ Community Advisory Committee for Special Education Programs
- ☑ Gifted and Talented Education Program Advisory Committee
- ☐ Other

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:

4/21/16

Attested:

Sean Priest		
Typed name of school principal	Signature of school principal	Date
Allison Stafford		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[9]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Student
Sean Priest	☑	☐	☐	☐	☐
Allison Stafford	☐	☑	☐	☐	☐
Ellis Spickermann	☐	☐	☐	☐	☑
Jocelin Aguirre	☐	☐	☐	☐	☑
Natalie Petani	☐	☐	☐	☐	☑
Danny Bliss	☐	☑	☐	☐	☐
Erin Holst	☐	☑	☐	☐	☐
Ben Canning	☐	☑	☐	☐	☐
Beth Peters	☐	☑	☐	☐	☐
Lupita Esquivel	☐	☐	☐	☑	☐
	☐	☐	☐	☐	☐
Joni Gordon	☐	☐	☑	☐	☐
Glen Bugos	☐	☐	☐	☑	☐
Michelle Murray	☐	☐	☑	☐	☐
Erin Holst	☐	☑	☐	☐	☐
Lydia Cuffman	☐	☑	☐	☐	☐
Alissa Talesnick	☐	☑	☐	☐	☐
Silvia Martinez	☐	☐	☐	☑	☐
Guadalupe Navarrete	☐	☐	☑	☐	☐
Melissa Perez	☐	☐	☑	☐	☐
Susie Peyton	☐	☐	☐	☑	☐

Claudia Rendon	☐	☐	☑	☐	☐
Brianna Rosales	☐	☐	☐	☐	☑
Corey Uhalde	☐	☑	☐	☐	☐
Roberto Verdeses	☐	☑	☐	☐	☐
Steve Wong	☐	☑	☐	☐	☐
Analisa Manoloche	☐	☐	☑	☐	☐

Numbers of members of each category	1	12	5	4	5

[9] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.