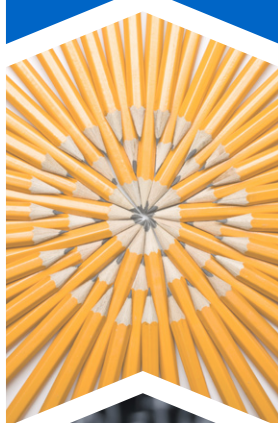
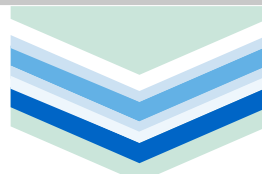


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Sequoia High School

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Sequoia Union HSD

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James Lianides, Superintendent • jlbianides@seq.org • Phone: (650) 369-1411





School 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.

Principal's Message

Located in one of the most intellectually dynamic, innovation-driven and richly diverse areas in the country, Sequoia High School is an accomplished, fully accredited, comprehensive public high school serving 2,000 students annually. Founded in 1895, the school is situated on 40 picturesque acres within close proximity to Stanford University.

In 2013, U.S. Secretary of Education Arne Duncan kicked off his back-to-school tour on Sequoia's campus, honoring it as a "model school, exemplifying the type of education the U.S. needs to provide for all kids." Designated as a California Distinguished School and recognized for Title I Academic Achievement, Sequoia High School has repeatedly made Newsweek magazine's list of top high schools in the country. These distinctions are due in large part to an outstanding, committed faculty, including graduates of some of the top teaching programs in the nation.

Sequoia's upward trajectory during the past decade has been marked by substantive success in improving academic achievement and lowering dropout rates. The school is also renowned for its successful personalized learning communities and its International Baccalaureate program, which exceeds national and international pass rates and has been recognized for its ethnic diversity. In 2014, Sequoia was selected as one of five International Baccalaureate programs nationwide to participate in the Bridging the Equity Gap study as a school that successfully provides access and support for all students into the most rigorous classes.

Sequoia High School also operates California's oldest digital arts academy, a "school-within-a-school" that prepares students through coursework, Silicon Valley mentorships and extensive academic support to enter directly into the technology industry. Sequoia's Health Careers Academy is in its seventh year of preparing students to enter the medical profession. In addition, Sequoia offers a wide variety of visual and performing-arts programs, interscholastic sports teams, and additional student-enrichment activities and programs.

The local community has supported a series of bond measures benefiting the Sequoia campus. Within the last 10 years, 19 new classrooms have been added, including an art studio, two science labs and a culinary arts classroom. Renovations to existing classes have added an additional chemistry lab and a multipurpose collaborative space. Remaining projects under the 2014 Measure A bond include a renovation of Sequoia's performing arts building and a new athletic field.

Sequoia is a place where we believe all students can achieve at high levels, learning is about taking intellectual risks and growing from the outcomes, and deep learning is more valuable than fast learning. We are proud of our success in bringing these ideals to life each day for kids in our Unaliyi—a place of friends!

Best,

Sean Priest

Principal

School Safety

Sequoia has a school safety plan that was last reviewed and shared with the staff in October 2016. The school safety plan includes a comprehensive disaster plan that is updated annually. Sequoia regularly holds intruder, fire and earthquake drills as part of its safety plan. Disaster-preparedness supplies are stored in each classroom, and plans for communication during a disaster are in place. Sequoia also has peer-conflict mediation (Peaceful Intervention Program), peer counseling, and drug and alcohol prevention programs through the Teen Resource Center, which is housed on campus with two full-time, licensed therapists. In addition, Sequoia operated an in-house suspension and study-hall center on campus.

Sequoia High School endorses the right of all students and adults to be treated equitably. A safe, productive and educational environment is provided for all. Our staff teaches self-discipline, self-control, and wise decision-making. Staff members encourage and model cooperation, respect and consideration of others. The PTSA and newsletter, school website, all-calls, an online student information platform, assemblies, and parent-education evenings keep students, parents, and staff well-informed.

Students have initiated a Peaceful Intervention Program that promotes resolution of problems and a sense of community among both staff and students. Inappropriate behavior is dealt with in a timely manner, ensuring that in each situation the individuals involved will receive due process.

To improve attendance, the school notifies parents and guardians of problems by phone and mail and uses automated phone calls and attendance procedures. Sequoia notifies parents and guardians of behavioral problems at the earliest possible date to enlist their assistance.

This year, the actual attendance rate is 93.06 percent.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



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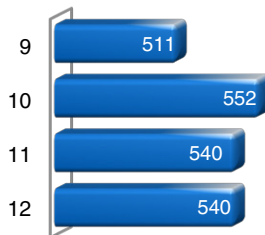
Chris Thomsen
Trustee



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

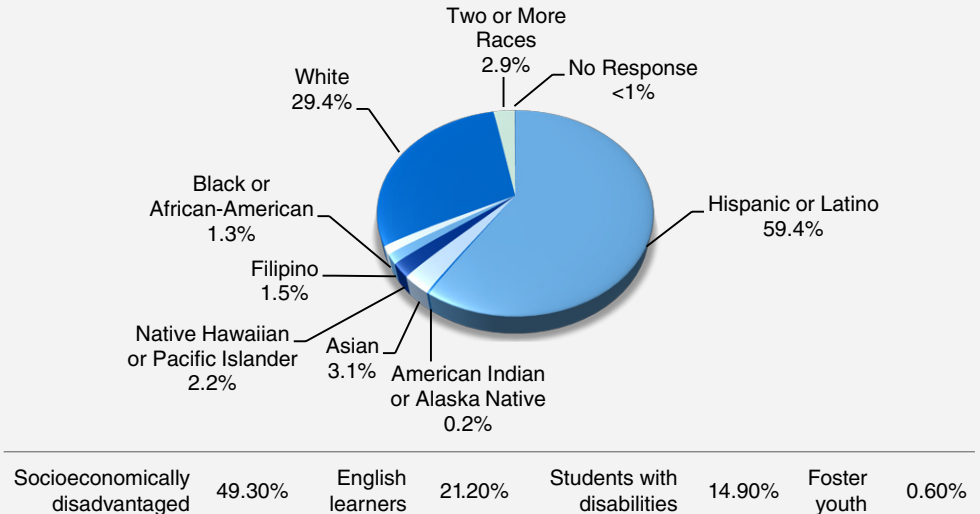


Enrollment by Student Group

The total enrollment at the school was 2,143 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

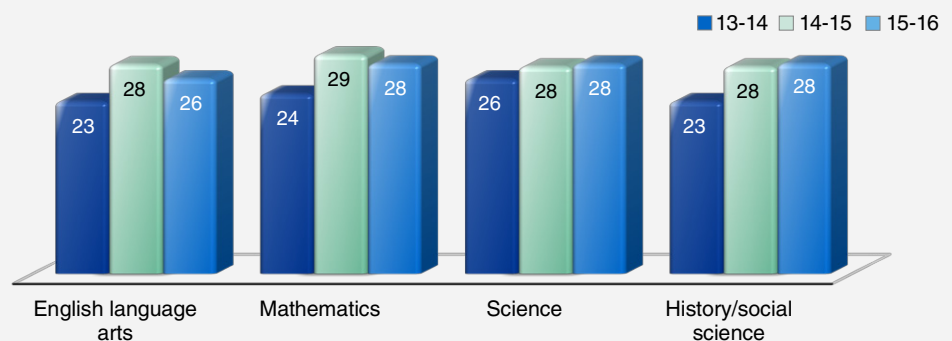
Sequoia HS			
	13-14	14-15	15-16
Suspension rates	4.2%	3.6%	4.2%
Expulsion rates	0.2%	0.0%	0.3%
Sequoia UHSD			
	13-14	14-15	15-16
Suspension rates	4.5%	2.9%	4.8%
Expulsion rates	0.1%	0.2%	0.3%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2013-14			2014-15			2015-16		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	43	34	23	19	30	23	17	29	35
Mathematics	30	40	17	9	33	25	11	23	43
Science	12	33	17	13	41	13	9	27	29
History/social science	30	22	19	12	27	19	20	24	39



Professional Development

The professional-development department is part of the Educational Services Division. Professional development includes the following programs.

1. Teacher Induction Program at Sequoia (TIPS): Support for first- and second-year teachers in teaching and clearing the credential.
2. Peer Assistance and Review (PAR): Support for veteran teachers through administrative referral or teacher initiative.
3. Instructional coaching: Support for teachers in the implementation of Direct Interactive Instruction (DII). Coaches provide training, demonstration lessons and individual coaching for teachers.
4. Co-teaching: Support for special-education and general-education teachers co-teaching core content classes.
5. Curriculum: Support for curriculum development, materials, training, and department needs for science, social studies, English and math.
6. District professional development: Providing professional development through ongoing district seminars focusing on instructional best practices, materials and curriculum training, and collaboration for co-teaching. Teachers have the opportunity to participate in instructional rounds.
7. Advancement Via Individual Determination (AVID) and Tobacco-Use Prevention Education (TUPE): Support for the implementation of AVID the program and TUPE grant within the district.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Sequoia HS	4 days	4 days	4 days

Parental Involvement

Sequoia has a very active Parent Teacher Student Association (PTSA) and English Learner Advisory Committee (ELAC). These two groups work collaboratively to ensure parents are informed and involved. Sequoia High School has a parent support program, The Parent Center, staffed by a full-time bilingual coordinator and information specialist, who acts as a liaison between parents and staff. In addition, the Sequoia district has a parent-involvement coordinator who works with parents and the sites to provide parent-training and information.

Questions regarding parent-involvement opportunities at the school sites can be answered by Parent Involvement coordinator Carmina Chavez at (650) 369-1411, extension 2317; or cchavez@seq.org.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Sequoia HS	Sequoia UHSD
Program Improvement status	In PI	In PI
First year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement	4	
Percentage of schools currently in Program Improvement	66.70%	



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 9	
Four of six standards	15.5%
Five of six standards	27.2%
Six of six standards	39.0%



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Sequoia HS			Sequoia UHSD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	56%	53%	49%	64%	61%	60%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	568	528	92.96%	48.86%
Male	287	268	93.38%	49.25%
Female	281	260	92.53%	48.46%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	19	17	89.47%	76.47%
Filipino	❖	❖	❖	❖
Hispanic or Latino	349	325	93.12%	33.85%
Native Hawaiian or Pacific Islander	11	8	72.73%	12.50%
White	164	156	95.12%	76.92%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	299	277	92.64%	31.05%
English learners	122	106	86.89%	7.55%
Students with disabilities	69	60	86.96%	25.00%
Students receiving Migrant Education services	17	17	100.00%	29.41%
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Sequoia HS		Sequoia UHSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	59%	55%	63%	61%	44%	48%
Mathematics	38%	44%	42%	45%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 11				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	523	490	93.70%	55.40%
Male	260	238	91.50%	50.20%
Female	263	252	95.80%	60.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	100.00%	85.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	293	266	90.80%	39.80%
Native Hawaiian or Pacific Islander	13	12	92.30%	25.00%
White	165	161	97.60%	80.80%
Two or more races	22	21	95.50%	66.70%
Socioeconomically disadvantaged	252	229	90.90%	32.60%
English learners	106	87	82.10%	0.00%
Students with disabilities	59	49	83.10%	17.00%
Students receiving Migrant Education services	11	11	100.00%	18.20%
Foster youth	❖	❖	❖	❖
Mathematics: Grade 11				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	523	492	94.10%	43.90%
Male	260	239	91.90%	42.00%
Female	263	253	96.20%	45.80%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	100.00%	71.40%
Filipino	❖	❖	❖	❖
Hispanic or Latino	293	267	91.10%	26.10%
Native Hawaiian or Pacific Islander	13	12	92.30%	16.70%
White	165	161	97.60%	71.60%
Two or more races	22	22	100.00%	63.60%
Socioeconomically disadvantaged	252	229	90.90%	20.70%
English learners	106	87	82.10%	1.20%
Students with disabilities	59	50	84.80%	6.10%
Students receiving Migrant Education services	11	11	100.00%	27.30%
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



"Sequoia is a place where we believe all students can achieve at high levels, learning is about taking intellectual risks and growing from the outcomes, and deep learning is more valuable than fast learning."

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

Sequoia HS

2015-16 Participation

Number of pupils participating in a CTE program	623
Percentage of pupils who completed a CTE program and earned a high school diploma	18%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	5%

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission

2014-15 and 2015-16 School Years

	Sequoia HS
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	98.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	68.78%

Career Technical Education Programs

Sequoia High School has several career technical education (CTE) programs. The two most robust of these programs are the Electronic Arts Academy and the Health Careers Academy. These two programs are California Partnership Academies and serve approximately 150 students each in grades 10-12. The Electronic Arts Academy offers a pathway that consists of cornerstone class of computer animation, concentration of web design and capstone class of video production. The Health Careers Academy offers the following courses: Health Professions, Medical Clinical I and Medical Clinical II. These two pathways are fully integrated with the academic program of the academies in which students take their social studies, science and English classes, and the teachers meet weekly as a team.

In addition to the two Partnership Academies, the school has Biotechnology, Woodworking and Culinary Arts pathways. Each of these pathways consists of two yearlong courses. The course names are Biotechnology 1 and 2, Biotechnology 3 and 4; Woodworking 1, 2, and 3; and Foods and Nutrition 1 and 2. These pathways are stand-alone pathways in that they are not integrated into a program with a team of teachers who collaborate on a regular basis. However, they are integrated into the academic courses in that all of them include the literacy and numeracy goals of the school in their curricula. Every student in the Sequoia Union High School district is required to take 10 credits worth of a CTE course as a requirement for graduation.

In 2015-16, the primary district representative was Greg Stein. Greg coordinated steering committee meetings for all of the SUHSD Partnership Academy programs. The industries represented include computer science, health care, green construction, biotechnology and culinary arts.

The primary goals of the Partnership Academies is to increase the number of students who graduate from high school who are A-G eligible, increase student GPA, and increase student attendance. This is evaluated annually by each of the academy leads in the report to the State Department of Education.

Types of Services Funded

Categorical funds provided to Sequoia High School from the state and federal governments were allocated for family literacy, tutoring, eighth period for English as a Second Language (ESL) students, Tuesday night open labs for parents, ICAP/IB program, Title I coordinator and secretarial support, Parent Center, and Sequoia Teen Resource Center coordinator.





Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsggrmin.asp or www.cde.ca.gov/ci/gc/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Sequoia HS	Sequoia UHSD	California
All students	75.65%	84.37%	85.66%
Black or African-American	75.00%	89.33%	76.88%
American Indian or Alaska Native	❖	128.57%	74.87%
Asian	84.62%	108.94%	92.78%
Filipino	75.00%	106.06%	96.80%
Hispanic or Latino	70.29%	68.01%	84.49%
Native Hawaiian or Pacific Islander	100.00%	113.11%	84.88%
White	73.94%	99.47%	87.23%
Two or more races	157.14%	117.00%	91.36%
Socioeconomically disadvantaged	63.41%	66.67%	76.61%
English learners	31.82%	42.74%	50.90%
Students with disabilities	28.97%	63.28%	68.38%
Foster youth	◇	◇	◇

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Sequoia HS	92.22%	87.11%	87.80%	5.00%	3.30%	3.80%
Sequoia UHSD	87.68%	86.01%	85.95%	5.60%	6.50%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses

2015-16 School Year

Percentage of total enrollment enrolled in AP courses	65.00%
Number of AP courses offered at the school	24

Number of AP Courses by Subject

Computer science	0
English	3
Fine and performing arts	2
Foreign language	6
Mathematics	4
Science	4
Social science	5

"We are proud of our success in bringing these ideals to life each day for kids in our Unaliyi—a place of friends!"



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/28/2016

Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was in September 2016. All students in the district have the textbooks and instructional materials needed for their classes. All textbooks were chosen using the state and local governing board approved lists. As such, the textbook content fits with the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	Scholastic Read 180, Scholastic	2004
English language arts	<i>Romeo and Juliet</i> , Folger	2000
English language arts	<i>Macbeth</i> , Folger	2000
Mathematics	<i>Algebra: Core Connections</i> , CPM	2016
Mathematics	<i>Geometry</i> , CPM	2002
Mathematics	Math 180	2015
Science	<i>Earth Science</i> , Pearson	2012
Science	Biology LEP, Usborne	2006
Science	Chemistry, Holt	2001
Science	ICAP Biology, Prentice Hall	2003
History/social science	<i>World Cultures: A Global Mosaic</i> , Prentice Hall	2006
History/social science	<i>The Americans</i> , McDougal	2005
History/social science	<i>Economics: Today and Tomorrow</i> , Glencoe	2005
History/social science	<i>United States Government</i> , Glencoe	2000

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

Public Internet Access

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





School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Fair	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/18/2016
Date of the most recent completion of the inspection form			10/18/2016

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Cleanliness	Rodent-proofing. Clark Pest Control has been contracted for ongoing rodent abatement.	Ongoing
Electrical	Addition to electrical capacity. Upgrade is in progress.	10/1/2016-TBD

School Facilities

Sequoia High School's learning environment is attractive, safe, and free from disruption for our students and the community groups who use the campus. Maintenance and upgrading of the facility are high priorities.

Sequoia High School maintains facilities sufficient for all academic departments, including Industrial Arts and Home Economics, two partnership academies (Health Careers and Electronic Arts). We have athletic fields and spaces to accommodate a full slate of varsity, junior varsity and frosh athletics each season. Students are able to eat lunch in the multipurpose room/cafeteria or across campus at tables placed in common areas. Lunch is served each day out of 10 food-service windows.

The original building at Sequoia High School was constructed in 1923, with major additions each decade beginning in the 1950s. There are currently 120 classrooms, three gyms, a dance studio, athletic fields, a pool, art gallery, library, multiuse room/cafeteria, theater and a woodshop.

There are four computer labs, a staff lounge and offices for each core department as well as some individuals. Three classrooms and the English department office are housed in four modular (portable) classrooms.

Sequoia employs three full-time day custodial staff and six night custodians whose eight-hour workday ends at 11 p.m. Two Saturday custodians work an eight-hour shift as well.

The campus is supervised daily by three full-time campus aides who monitor parking and drop-off and pickup in the morning and afternoon and circulate the campus while classes are in session. During brunch and lunch, eight to 10 additional adult supervisors monitor student activity to ensure a student safety with strong adult presence. Sequoia also has a campus aide monitoring student activity during our SAFE after-school program.

Buildings are kept graffiti-free, and a dedicated staff maintains our grounds. Many community groups use Sequoia High School at a nominal or no cost, and fees collected are used to maintain or improve the facilities.

Continued on sidebar

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds



School Facilities

Continued from left

The facilities are kept clean and are adequate to serve the current population. As a part of Sequoia's centennial celebration, the Sequoia Alumni Association completely restored the Tea Garden, making it one of the most attractive areas on campus. Due to the support of our community, the passage of Measure V and Measure A has provided funding for building renovations, a new 10-classroom wing, a new culinary arts classroom, a multiuse teaching innovation space and additional parking. Recently completed facilities include a science and technology wing, a new ceramics studio, biotech lab and gym. Five more classrooms opened in the spring of 2013 and an additional chemistry lab was added in 2013-14.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	5.0
Average number of students per academic counselor	424
Support Staff	
	FTE
Social/behavioral counselor	1.0
Career development counselor	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	2.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.5
Other	FTE
Health aide	1.0
College/career asst.	1.0
Parent Center coordinator	1.0
Bilingual guidance information specialist	1.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Sequoia UHSD	Sequoia HS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	591	130	129	126
Without a full credential	2	0	0	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Sequoia HS		
Teachers		14-15	15-16	16-17
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	3	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers		2015-16 School Year	
	Percentage of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Sequoia HS	99.47%	0.53%	
All schools in district	99.89%	0.11%	
High-poverty schools in district	99.80%	0.20%	
Low-poverty schools in district	100.00%	0.00%	



"Sequoia's upward trajectory during the past decade has been marked by substantive success in improving academic achievement and lowering dropout rates."

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year
	Sequoia UHSD	Similar Sized District
Beginning teacher salary	\$56,878	\$46,184
Midrange teacher salary	\$86,665	\$75,179
Highest teacher salary	\$105,286	\$96,169
Average high school principal salary	\$152,664	\$137,939
Superintendent salary	\$229,117	\$217,637
Teacher salaries: percentage of budget	34%	35%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sequoia HS	\$1,743	\$118,313
Sequoia UHSD	\$7,115	\$111,606
California	\$5,677	\$77,824
School and district: percentage difference	-75.5%	+6.0%
School and California: percentage difference	-69.3%	+52.0%

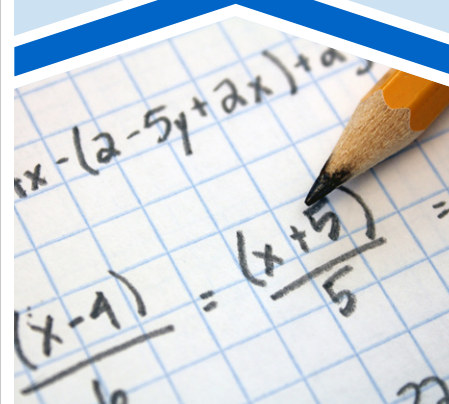
School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$2,135
Expenditures per pupil from restricted sources	\$392
Expenditures per pupil from unrestricted sources	\$1,743
Annual average teacher salary	\$118,313

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.





Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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