



Sequoia Union High School District

480 James Avenue Redwood City, CA 94062 ▪ www.seq.org

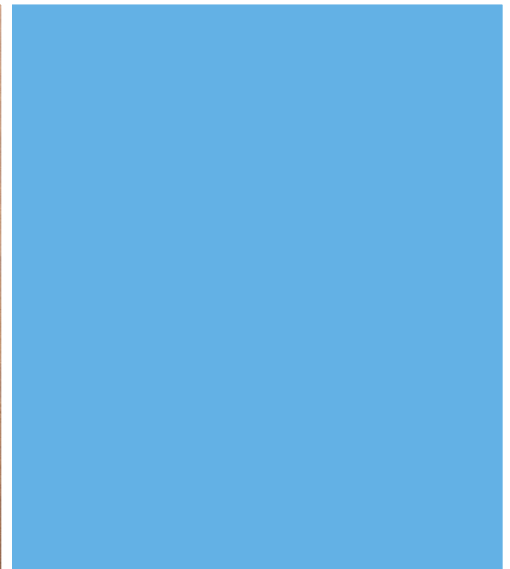
Crystal Leach, Superintendent ▪ cleach@seq.org ▪ (650) 369-1411

SARC

2022-23

School Accountability
Report Card

Published in 2023-24



Sequoia High School

Grades 9-12

CDS Code 41-69062-4136693

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www.sequoiahhs.org



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 2,050 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 substantive success in improving academic achievement and lowering dropout rates marks its upward trajectory during the past decade. The school is also renowned for its successful personalized learning communities and its International Baccalaureate (IB) 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 10th 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, the school added 19 new classrooms, 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 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.

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 training and information.

Questions regarding parent-involvement opportunities should be directed to Elvira Macias (650) 367-9780, ext. 63105.



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.

District Mission Statement

The mission of the Sequoia Union High School District is to engage and prepare all students to excel in a global society.

The Sequoia Union High School District annually serves more than 8,900 9-12 grade students through its four distinguished comprehensive high schools (Carlmont, Menlo-Atherton, Sequoia, and Woodside), small comprehensive high school (TIDE Academy), dependent charter school (East Palo Alto Academy), continuation high school (Redwood), Middle College (in collaboration with Cañada College) and other specialized programs and services. The district is also the sponsoring agency for two independent charter high schools (Summit and Everest). The district's Adult School based in Redwood City serves 2,000 students annually.

As part of the district's vision of engaging and preparing all students to excel in a global society, the district offers a rigorous college-prep curriculum and support to all students who aspire to higher education, including students "in the middle" and first-generation college students.

Board of Trustees

Amy Koo

Shawneece Stevenson

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School Motto: Unaliyi: A Place of Friends

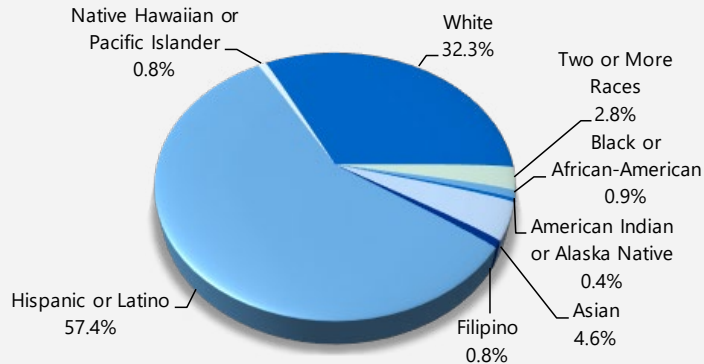


Enrollment by Student Group

The total enrollment at the school was 1,909 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2022-23 School Year

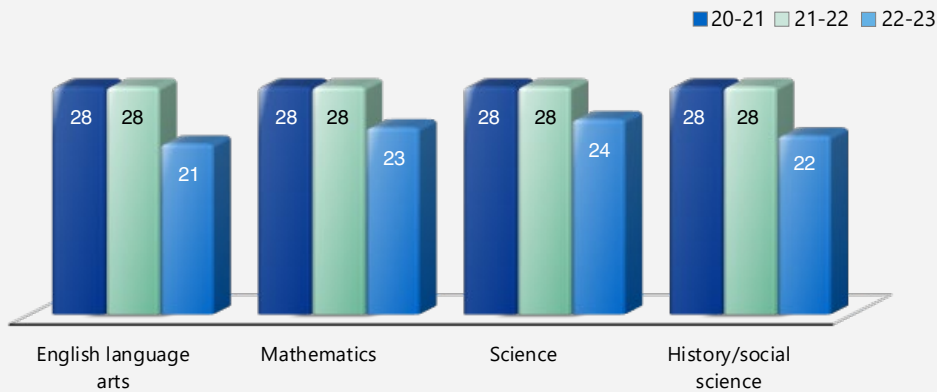


Class Size Distribution

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

	2020-21			2021-22			2022-23		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	14	39	19	16	39	15	20	43	5
Mathematics	20	31	20	17	49	7	14	50	2
Science	13	31	19	13	45	6	13	46	3
History/social science	11	24	32	16	40	15	12	45	9

Enrollment by Student Group

Demographics

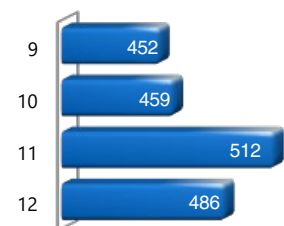
2022-23 School Year

Female	48.20%
Male	51.80%
Non-Binary	0.00%
English learners	20.20%
Foster youth	0.10%
Homeless	0.40%
Migrant	1.30%
Socioeconomically Disadvantaged	45.10%
Students with Disabilities	14.40%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Sequoia HS			Sequoia Union HSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.10%	3.70%	5.10%	0.00%	3.90%	4.40%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	5.10%	0.00%
Female	3.70%	0.00%
Male	6.30%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.20%	0.00%
Black or African American	10.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	7.40%	0.00%
Native Hawaiian or Pacific Islander	17.70%	0.00%
Two or More Races	0.00%	0.00%
White	1.40%	0.00%
English Learners	9.90%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	8.10%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	10.50%	0.00%



School Safety

Sequoia has a school safety plan that was last reviewed and shared with the staff in January 2024. 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 operates 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 96%.



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. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	59.2%	62.9%	65.4%	61.8%	64.5%

Chronic Absenteeism by Student Group

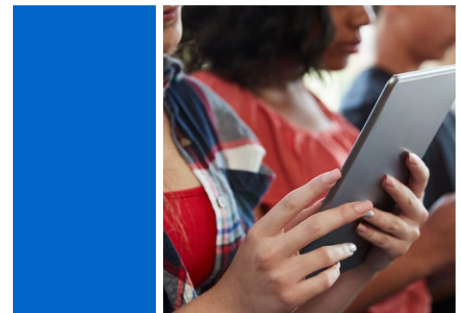
Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1,997	1,974	500	25.30%
Female	962	951	235	24.70%
Male	1,033	1,021	264	25.90%
Non-Binary	2	2	1	50.00%
American Indian or Alaska Native	10	8	5	62.50%
Asian	87	87	6	6.90%
Black or African American	19	19	4	21.10%
Filipino	16	16	0	0.00%
Hispanic or Latino	1,169	1,154	383	33.20%
Native Hawaiian or Pacific Islander	17	17	8	47.10%
Two or More Races	45	45	6	13.30%
White	634	628	88	14.00%
English Learners	456	449	178	39.60%
Foster Youth	4	4	3	75.00%
Homeless	16	16	10	62.50%
Socioeconomically Disadvantaged	930	920	333	36.20%
Students Receiving Migrant Education Services	28	28	6	21.40%
Students with Disabilities	305	299	123	41.10%

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, International College Advancement Program (ICAP)/IB program, Title I coordinator and secretarial support, Parent Center and Sequoia Teen Resource Center coordinator.

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 a 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.



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

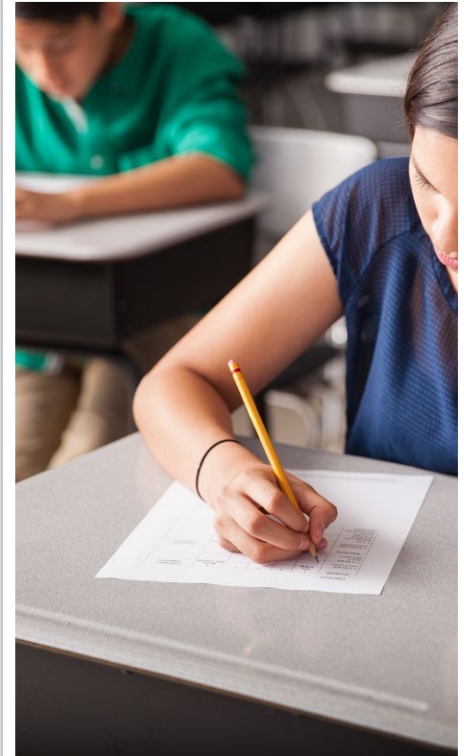


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System) includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Sequoia HS		Sequoia Union HSD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	35.78%	39.35%	47.88%	50.72%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Sequoia HS		Sequoia Union HSD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	62%	64%	66%	66%	47%	46%
Mathematics	39%	37%	45%	44%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

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

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 CAA divided by the total number of students who participated in both assessments.

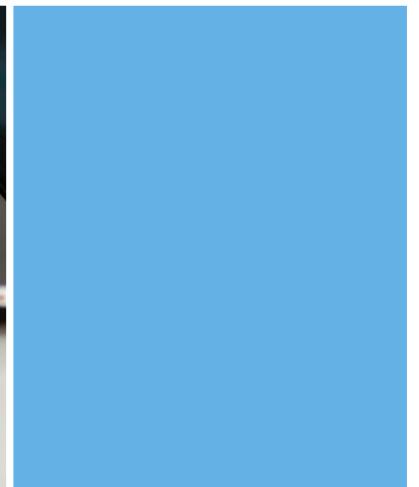
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	961	845	87.93%	12.07%	39.03%
Female	485	427	88.04%	11.96%	38.82%
Male	474	417	87.97%	12.03%	39.09%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	49	48	97.96%	2.04%	72.92%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	534	444	83.15%	16.85%	20.05%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	36	36	100.00%	0.00%	75.00%
White	318	296	93.08%	6.92%	57.82%
English Learners	170	121	71.18%	28.82%	0.83%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	422	339	80.33%	19.67%	14.16%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	133	106	79.70%	20.30%	8.57%

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





CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	510	441	86.47%	13.53%	63.93%
Female	266	233	87.59%	12.41%	68.97%
Male	243	208	85.60%	14.40%	58.25%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	24	23	95.83%	4.17%	82.61%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	283	225	79.51%	20.49%	46.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	179	170	94.97%	5.03%	82.84%
English Learners	108	68	62.96%	37.04%	11.94%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	225	167	74.22%	25.78%	38.18%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	71	58	81.69%	18.31%	17.54%

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

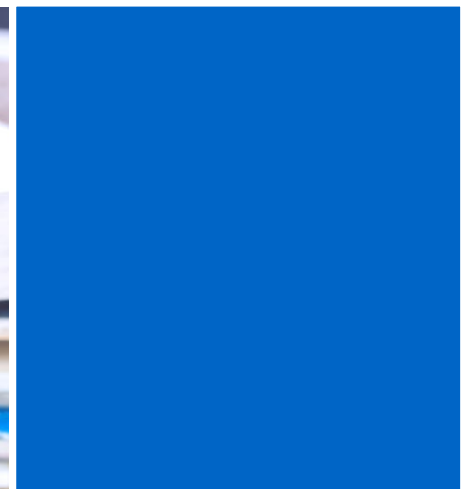




CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	508	470	92.52%	7.48%	37.26%
Female	265	248	93.58%	6.42%	37.65%
Male	242	222	91.74%	8.26%	36.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	24	24	100.00%	0.00%	75.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	281	249	88.61%	11.39%	18.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	179	173	96.65%	3.35%	57.23%
English Learners	107	88	82.24%	17.76%	1.16%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	223	191	85.65%	14.35%	11.17%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	71	59	83.10%	16.90%	3.45%

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





Career Technical Education Programs

Sequoia High School has several career technical education (CTE) programs. The two most robust of these programs are the Digital Arts Academy and the Health Careers Academy. These two programs are California Partnership Academies and serve approximately 130 students in grades 10-12. The Digital Arts Academy offers a pathway that consists of a 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 for graduation.

In 2022-23, the primary district representative was Tiffany Burkle. Ms. Burkle 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 are 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.



Professional Development

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

- Teacher Induction Program at Sequoia (TIPS): Support for first- and second-year teachers in teaching and clearing the credential.
- Peer Assistance and Review (PAR): Support for veteran teachers through administrative referral or teacher initiative.
- Instructional coaching: Support for teachers in the implementation of Direct Interactive Instruction (DII). Coaches provide training, demonstration lessons and individual coaching for teachers.
- Co-teaching: Support for special-education and general-education teachers co-teaching core content classes.
- Curriculum: Support for curriculum development, materials, training and department needs for science, social studies English and math.
- District professional development through seminars and all-staff PD days that supports rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration. The district is offering additional PD this year on five minimum days for topics in equity, online required training, and strategies such as de-escalation and trauma-informed practices.
- Equitable grading practices: All departments received professional development on Equitable Grading in the past years and continue to work on implementing equitable grading practices including standards-based grading.
- English Learner (EL) Achieve: A majority of teachers have engaged in this professional development series designed to meet the language needs of English Learners in a variety of high school courses.

Teachers continue to work in curricular teams to design lessons, analyze common assessments and share best practices.

Special focus this year for professional development and collaboration focuses on Equity and Anti-Racist Instruction, Literacy and Equitable Grading Practices.

Professional Development Days			Three-Year Data
	2021-22	2022-23	2023-24
Number of school days dedicated to staff development and continuous improvement	7	7	9.5

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	
2022-23 Participation	
Number of pupils participating in a CTE program	462
Percentage of pupils who completed a CTE program and earned a high school diploma	91.80%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%



Goals for Students

1. All students will increase their academic performance
2. All students will improve their writing
3. All students will improve their mathematical reasoning skills



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.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	20-21	21-22	22-23	20-21	21-22	22-23
Sequoia HS	88.90%	88.20%	88.50%	6.30%	5.30%	10.80%
Sequoia Union HSD	87.80%	90.40%	91.20%	5.00%	4.60%	7.40%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

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

Graduation Rate by Student Group			2022-23 School Year
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	480	425	88.50%
Female	229	210	91.70%
Male	250	214	85.60%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	27	27	100.00%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	280	226	80.70%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	27	27	100.00%
White	136	135	99.30%
English Learners	119	72	60.50%
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	271	219	80.80%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	69	60	87.00%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
Percentage of students enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

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

The table displays two measures related to the school's courses that are required for University of California and 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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Sequoia HS	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	99.21%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	58.56%



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 on October 11, 2023. 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		2023-24 School Year
Subject	Textbook	Adopted
English language arts	<i>House on Mango Street</i>	2006
English language arts	<i>Little Fires Everywhere</i>	2021
English language arts	<i>The Things They Carried</i>	2003
English language arts	<i>Watchmen</i>	2016
English language arts	<i>Persepolis</i>	2005
English language arts	<i>Frankenstein</i>	2017
English language arts	<i>Macbeth</i> , Folger	1980
English language arts	<i>The Thief and The Dogs</i>	2015
English language arts	<i>Beloved</i>	2006
English language arts	<i>The Bully/The Gun</i>	2014
English language arts	<i>The Lightning Thief</i>	2010
English language arts	<i>System 44</i> , Scholastic	2010
English language arts	<i>Scholastic Read 180</i> , Scholastic	2004
English language arts	<i>Romeo and Juliet</i> , Folger	2000
English language arts	<i>A Raisin in the Sun</i> , Caedmon/HarperCollins	2000
English language arts	<i>When the Emperor was Divine</i> , Anchor Books	2016
English language arts	<i>Like Water for Chocolate</i> , Anchor Books	2003
English Language Development	EL Achieve: Systematic ELD	2017
Mathematics	Mathematics: Applications and Interpretation SL	2019
Mathematics	<i>Big Ideas</i> , Houghton Mifflin Harcourt	2016
Mathematics	<i>Core Connections: Geometry</i> , CPM	2016
Science	Biology LEP, Usborne	2006
Science	<i>Chemistry</i> , Holt	2001
Science	<i>Biology</i> , Prentice Hall	2003
History/social science	<i>Modern World History</i> , HMH	2019
History/social science	<i>World History and Geography: The Modern World</i> , McGraw Hill	2019

Continued on page 13

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	
2023-24 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	
2023-24 School Year	
Data collection date	10/11/2023

Quality of Textbooks

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

Quality of Textbooks	
2023-24 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



Textbooks and Instructional Materials, *continued from page 12*

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
History/social science	<i>United States History: The Twentieth Century</i> , Pearson	2019
History/social science	<i>Magruder's American Government</i>	2019
History/Social Science	<i>Economics: New Ways of Thinking</i> , EMC	2019



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	9/28/2023	

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		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Air conditioning installation needed. Waiting on funding.	June 2024

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 a state-of-the-art wood shop, professional-level culinary arts kitchen and two partnership academies (Health Careers and Digital 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/cafe-teria or outside at multiple picnic 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 128 classrooms, three gyms, a dance studio, athletic fields, a pool, art gallery, library/media center, multi-use room/cafe-teria, theater and a woodshop. There are three computer labs, a staff lounge and offices for each core department as well as some individuals. Four modular (portable) classrooms house district-wide special education programs.

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

The campus is supervised daily by five full-time campus aides who monitor parking and drop-off in the morning, pickup in the afternoon and circulate the campus while classes are in session. During brunch and lunch, six to eight additional adult supervisors monitor student activity to ensure student safety with a strong adult presence.

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

The facilities are kept clean and are adequate to serve the current population. In the 2015-16 school year, the historic Tea Garden was completely restored, making it one of the most attractive areas on campus. Due to the support of our community, recently passed Measures V and A have funded building renovations (culinary arts classroom, a multi-use teaching space, music building, library/media center) and a new 10-classroom wing.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	93	84.2%	469.9	81.8%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.6	0.5%	4.7	0.8%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.5	3.2%	20.1	3.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	0.9%	16.3	2.8%	12,115.8	4.4%
Unknown	12.3	11.2%	63.3	11.0%	18,854.3	6.9%
Total Teaching Positions	110.5	100.0%	574.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	88.0	80.7%	481.3	81.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.2	1.2%	6.7	1.1%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.9	1.8%	14.4	2.4%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	1.0%	14.3	2.4%	11,953.1	4.3%
Unknown	16.7	15.3%	76.4	12.9%	15,831.9	5.7%
Total Teaching Positions	109.0	100.0%	593.2	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	0.0
Misassignments		3.5	1.9
Vacant Positions		0.0	0.0
Total Teachers Without Credentials and Misassignments		3.5	1.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	0.8
Local Assignment Options		1.0	0.2
Total Out-of-Field Teachers		1.0	1.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		4.8%	0.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0.9%	0.1%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



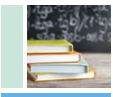
Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

2022-23 School Year

	Ratio
Pupils to Academic counselors	317:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	6.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	1.00
Psychologist	2.00
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00



Financial Data

The financial data displayed in this SARC is from the 2021-22 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.

Salary Data		2021-22 Fiscal Year
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	\$72,753	\$57,234
Midrange teacher salary	\$110,855	\$95,466
Highest teacher salary	\$134,672	\$122,669
Average high school principal salary	\$205,751	\$173,197
Superintendent salary	\$284,828	\$277,571
Teacher salaries: percentage of budget	30.43%	31.17%
Administrative salaries: percentage of budget	4.72%	4.46%

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		2021-22 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sequoia HS	\$13,354	\$108,133
Sequoia Union HSD	\$13,235	\$101,104
California	\$7,607	\$97,850
School and district: percentage difference	+0.9%	+7.0%
School and California: percentage difference	+75.5%	+10.5%

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://dq.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 2024.

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$17,986
Expenditures per pupil from restricted sources	\$4,632
Expenditures per pupil from unrestricted sources	\$13,354
Annual average teacher salary	\$108,133



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.

School Accountability Report Card

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