

Sequoia High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sequoia High School
Street	123 E 18th Street
City, State, Zip	Merced, CA 95340
Phone Number	2093251700
Principal	Amy Pellissier
Email Address	apellissier@muhsd.org
Website	http://www.shs.muhsd.org/
County-District-School (CDS) Code	24-65789-0107672

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Merced Union High School District
Phone Number	209.325-2020
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
Website	http://www.muhsd.org/

School Description and Mission Statement (School Year 2020-2021)

Sequoia High School, Home of the Trail Blazers, is a community day high school for at-promise freshmen and sophomores. "Changing Behaviors, Changing Students" is the school's vision. We focus on preparing students to make positive choices in all aspects of their lives. We have various programs to connect students to school and support their efforts to improve. We offer intramural athletics, Leadership, and various CTE courses that connect our students to various pathways. There are multiple counseling supports available to all students and additional district-level supports for our foster youth and McKinney-Vento students. Sequoia provides frequent extended learning opportunities in which students have experienced hiking National Parks, the art of glass-blowing, culinary experiences, fishing and water conservation, visits to the Monterey Bay Aquarium and live performances at the theater in Merced.

Credit recovery is the primary goal for students attending Sequoia, but also affords a second chance for students under expulsion. The school operates on a quarter system, affording students the opportunity to earn up to 100 credits in a school year, as opposed to 70 at a comprehensive school site. CTE Pathway courses have been added to Sequoia to support a new graduation requirement in the MUHSD. The school's mission statement represents our overall purpose: "To instill the will and skill, in at-risk teens, to succeed in school and in life." We currently serve students from 6 comprehensive school sites spanning the communities of Livingston, Atwater, and Merced. Sequoia is often used as a transition school for students entering the district from Juvenile Hall and various alt ed programs. Sequoia High School completed its last full WASC review in 2013-14 with a mid-cycle review in 16-17. It is currently undergoing a self-evaluation for its next full WASC visit in the Spring of 2021.

We use Parent Square as a means of communicating with parents regarding upcoming events and emergency announcements. If you would like to access our web page, you will find it at <http://shs.muhsd.org/>.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	16
Grade 10	55
Grade 11	18
Total Enrollment	89

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	5.6
Asian	1.1
Filipino	1.1
Hispanic or Latino	82
White	7.9
Socioeconomically Disadvantaged	93.3
English Learners	18
Students with Disabilities	3.4
Foster Youth	5.6
Homeless	12.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	8	11	
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020, January

All textbooks at SHS are in adequate supply and in fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials.

Main textbooks utilized within the district are listed below.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-11: HMH California Collections 9, 10, 11, 2017 (adopted 2016) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0
Mathematics	Grade 9, 10: Math A, B, HMH Integrated Math 1, 2015 (Adopted 2016)) Grade 9-12: Math 1, HMH Integrated Math 1, 2015 (Adopted 2016)	Yes	0
Science	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10, 11: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002)	Yes	0
History-Social Science	Grade 10: Modern World History, McDougalLittell, 2003 (Adopted 2004) Grade 9: Freshman Seminar, Odysseyware Online course, 2016(Adopted 2016) Grade 11: United States History, AMSCO, 2006 Grade 11: American History: A Survey, McGraw Hill, 2018	Yes	0
Foreign Language		Yes	NA
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	NA

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999)	Yes	NA
Science Laboratory Equipment (grades 9-12)	NA		NA

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

School Facility Conditions and Planned Improvements

Sequoia High School opened in the fall of 2008. The campus services up to 150 students from the comprehensive sites throughout the District and is comprised of ten classrooms (including portables), student and staff restrooms, a cafeteria/multi-purpose room, a conference room, a large storage room, and administration offices. The school is inspected annually by the Fire Marshal and regularly by school site administrators. All issues discovered during these inspections are given the high priority.

Cleaning Process

Sequoia High School provides a safe and clean environment for students, staff, and volunteers. The district Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Head Custodian for East Campus as well as the administration works daily with our custodian to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Sequoia High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	Several rooms need painting; one portable and office need carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

SHS offers introductory/concentration courses in Ag/Natural Resources, Building & Construction Trades, Public Service, and Education & Child Development, which are all conducted by the Merced Union High School District. The CTE Advisory Committee consists of the following members:

MERCED UNION HIGH SCHOOL DISTRICT

2020-2021 CTE ADVISORY

NAME

ROLE

Abasta-Cummings, Leslie
Industry Representative, Health Science and Medical Technology

Aguilar, Constantino
Assistant Superintendent of Educational Services

Ballenger, Mandy
Special Populations Representative

Boyenga, Ana
Industry Representative, Education, Child Development and Family Services

Boykin, Kahri
Secondary CTE Faculty

Cardona, Norma
Special Populations Representative

Crispin-Hernandez, Niza
Special Populations Representative

DeAngelo, Vinni
Industry Representative, Hospitality, Tourism and Recreation

Dhaliwal, Harry
Industry Representative, Transportation

Donovan, Timothy
Postsecondary CTE Faculty

Duran, Marisol
Industry Partner, Fashion and Interior Design

Euker, Jennifer
Secondary Administrator

Flores, Lily
K12 Strong Workforce/CTE Coordinator

Gardia, Autumn
Postsecondary Guidance

Goodwin, Laurie
Parent

Gonzalez, Araceli
Postsecondary CTE Counselor

Hagaman, Gwen
Industry Representative, Information and Communication Technologies & Marketing

Jerner, Brent
Industry Representative, Energy,
Environment and Utilities

Johnson, Cristi
Special Populations Representative

Jolly, Charles
Secondary Administrator

Kanemoto, Kathleen
Postsecondary CTE Faculty

Kennedy, Kevin
Industry Representative, Business and Finance

Lassle, Kathleen
Industry Representative, Building and Construction Trades

Lewis, Scott
Industry Representative, Building and Construction Trades
Livria, John
Industry Representative, Information and Communication Technologies
Marvulli, David
Industry Representative, Building and Construction Trades
Mehat, Sukhraj
Secondary CTE Faculty
Ochoa, Anel
Instructional Support
Palomino, Ed
Industry Representative, Agriculture and Natural Resources
Quevedo, Nathan
Industry Representative, Arts Media and Entertainment
Ramos, Breanne
Industry Representative, Agriculture and Natural Resources
Rahn, Jeremy
Industry Representative, Public Services
Regalo, Richard
Industry Representative, Agriculture and Natural Resources
Rolfe, Terry
Industry Representative, Building and Construction Trades
Saxon, Adam
Industry Representative, Marketing
Smith, Kanoa
Secondary Faculty
Soto, Greg
Postsecondary Administrator
Sousa, Jay
Industry Representative, Arts Media and Entertainment
Sousa, Jennifer
Secondary Counselor and Postsecondary Adjunct Counselor

Student, AHS (Name Redacted)
Student
Student, LHS (Name Redacted)
Student
Student, MHS (Name Redacted)
Student
Tanzillo, Barbara
Program Administrator
Tasse, Bryan
Postsecondary Administrator
Teague, Brian
Industry Representative, Building and Construction Trades
Thomas, Anthony
Parent
Valladao, Bob
Parent
Vigil, Lisa
Industry Representative, Building and Construction Trades
Ybarra, Seneca

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	120
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	98.88
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

At Sequoia High School, parents are encouraged to be active participants in the education of their student. Upon enrollment, a small group or individual orientation is held with both the student and the parent and the Sequoia program is explained. An individual education plan is developed collaboratively with the student, parent, and guidance counselor to ensure that the academic needs of the student are met and the return of the student to the comprehensive site can occur in a timely fashion. Parents may access our online student information system (AERIES) in order to view up-to-date student attendance and grades. They can use this information to follow their students' academic, social, and emotional growth and actively co-parent the student with the school. In addition, Sequoia High School uses Parent Square to deliver information and emergency notices via text message, email, and phone calls. All parents are encouraged to visit the school at any time and attend class with their student if they desire. Parents are encouraged to join the Site Council to provide valuable input in planning for our students.

Customer service for our parents is of the utmost importance to Sequoia staff. We have an open door policy and all phone calls or emails are returned in a timely manner. Every effort is made to make parents and students feel welcome. When a student is absent, individual contact is made with each parent in order to determine the reason for the absence and to offer our assistance if needed. If the parent is having difficulty with the student, school staff will visit the home to provide transportation for the student to the school. If a parent conference is scheduled, and transportation is an issue, school staff will pick up from and return the parent to the home.

A Fall Back-to-School parent night is held in conjunction with the first semester student awards ceremony. During the Spring we host a Report Card/Open House Night. Community resource agencies are also invited to the event and provide parents with information on resources available to the parent, student, and the family. In addition, students are recognized for excellence in academics, attendance, citizenship, and character on a weekly, monthly, and quarterly basis, as well as at the end of each semester.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	--			5.6	6.7	4	9.1	9.6	9
Graduation Rate	--			91.3	90.5	94.2	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	37.1	32.7	5.0	3.4	3.5	3.5
Expulsions	0.0	6.0	0.3	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	34.3	2.6	
Expulsions	9.8	.5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Sequoia High School Safety Plan was last reviewed and updated in September 2019 and discussed with staff.

Safety of students and staff is a primary concern of Sequoia High School. The campus is properly supervised before and after school and during breaks by 2 campus liaisons, the resource officer, administrators, and staff. All visitors must sign in at the Principal's Office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. Student visitors are not allowed on campus at any time during school hours. Cameras are utilized to monitor the campus throughout the day and visitors must be buzzed in as all doors are locked during school hours.

Additionally, all students and staff are trained in emergency procedure protocols.

The school's safety program is fully compliant with federal and state regulations, and the School Site Safety Plan is updated annually by the Safety Committee. Key elements of the safety plan include:

- Crisis Plan and Procedures (including Lock-down, Fire, Earthquake, Bomb, Pandemic Flu Outbreak, and Hazardous Materials)

Spill emergencies);

- Administrative communication during emergencies;
- Data involving suspensions, expulsions, and dangerous students;
- School safety goals and objectives

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held regularly, and all staff has been trained in coordinating an evacuation from the school.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	14	6			9	7			8	11		
Mathematics	14	6			10	6			12	6		
Science	18	3			14	3			8	6		
Social Science	19	3			14	3			17	4		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	40.5

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.4

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$28,813	\$2,381	\$26,432	\$82,885.56
District	N/A	N/A	N/A	\$79,619
Percent Difference - School Site and District	N/A	N/A	N/A	4.0
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	109.3	-8.5

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, Merced Union High School District received state and federal funding for

the following categorical, special education, and support programs:

- Economic Impact Aid (EIA)
- Title I, Part A - Basic Grant
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Part A - Limited English Proficiency (LEP)
- Title IV - Safe & Drug Free Schools & Communities (SDFSC)
- Title V - Innovative Programs

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,725	\$52,670
Mid-Range Teacher Salary	\$79,771	\$89,660
Highest Teacher Salary	\$102,059	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$140,960	\$158,074
Superintendent Salary	\$200,454	\$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Professional Development is an integral component of Sequoia High School's educational program. Sequoia faculty attend professional development sessions facilitated by Site Administrators, the District Office Educational Services Department, our on-site Instructional Coach, and various outside organizations. This school year, the areas of focus at Sequoia are the 4 C's (Communication, Collaboration, Creativity, and Critical Thinking), and Universal Designs for Learning. Teachers also continue to add to their repertoire of technology tools to engage students both on campus and in Distance Learning. Sequoia administration and the instructional coach facilitate monthly collaboration meetings that emphasize communication, collaboration, critical thinking and creativity within the classroom setting, and the 4 C's are highlighted in the daily announcements. Classroom visits are also conducted regularly to emphasize the importance of the 4 C's to student experiences both in the classroom and in life.

At Sequoia High School, professional development comes in the form of weekly collaboration (30 min), prep period pull-outs, district-sponsored PD days for subject levels, and more extensive training off-site (CABE, Nurtured Heart Approach, BER workshops, PBL World). This school year, teachers will participate in Learning Walks with the Instructional Coach and an administrator to provide feedback to one another regarding the instructional focus.