School Year: 2026-2027

Sequoia High School School Plan for Student Achievement

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date for Categorical Funding	Local Board Approval Date
Sequoia High School	41 69062 4136693	April 2026	May 2026

Sequoia High School Unaliyi: A Place of Friends

Purpose

Sequoia High School's School Plan for Student Achievement (SPSA) codifies the manner in which resources will be allocated and initiatives will be prioritized over the 2026-27 academic year in order to address critical learner needs and make progress on school goals. This action plan remains tied to measurable outcomes related to student achievement. These goals are aligned with the current Sequoia Union High School District's LCAP (Learning Continuity and Attendance Plan) set forth by the Sequoia Union High School District's Board of Trustees and the Strategic Plan developed by district community stakeholders in 2023-24. Progress and priorities delineated in this document derive from Sequoia's Action Plan created collaboratively under guidelines of the Western Association of School sand Colleges (WASC) during a formal accreditation self-study in January 2024. Under careful and regular monthly monitoring by Sequoia's Leadership Team (SLT), School Site Council,

and relevant subcommittees, the items in this action plan are updated in regular intervals throughout the year as progress is made.

Sequoia's school-wide action plan focuses on increasing the performance of various Sequoia High subgroups as measured by the CA School Dashboard. The Schoolwide Action Plan for Sequoia is divided into eight areas determined by stakeholders to have the biggest impact on outcomes for all students. The Action Plan is attached as Appendix Item A. Its aims:

- All students achieve at high levels in preparation for success in their post-secondary endeavors.
- Allocating resources and professional development to have the biggest impact on students most critically in need of support, either academically and socio-emotionally.
- A learning and teaching environment fostering innovation.
- Robust input and collaboration from a broad and diverse set of voices in our community

The success of this action plan will be measured in the gains made in areas identified in Sequoia's WASC Critical Student Learner Needs (CSLNs) and Schoolwide Learner Outcomes SLOs. This action plan is designed as a living document updated periodically by the Sequoia Leadership Team and School Site Council (SLT/SSC). Areas of the action plan are discussed as standing agenda items by SLT/SSC.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Sequoia High School engages multiple partners and representatives at various points in the year in the process of the annual review and update of its plan.

Professional learning opportunities, staff meetings, department work, and, most crucially, curricular team meetings are explicitly tied to schoolwide learner outcomes and critical student learner needs contained in this plan. Sequoia's action plan is a living document, updated and reviewed at monthly intervals by The School Site Council (SSC) and Sequoia Leadership Team (SLT). At Sequoia, the SSC and SLT operate as one shared decision-making body. Each department selects a representative who, along with a member-at-large and a representative from the teachers' association, provides input from the certificated staff. Classified staff members are represented, as well. Sequoia's SLT is co-facilitated by a classified representative. Four parents serve on the body, with the intent of providing balanced representation of. Each serves a two-year term in order to provide continuity. Students are selected via recommendations from staff from ASB/Leadership, HCA, DAA, and AVID.

The primary function of the SSC/SLT is the regular monitoring of the action plan. Sequoia's school goals and mission statement are presented on the school website and referenced multiple times throughout the year in the weekly PTSA newsletter and at monthly meetings with parents. The School Safety Plan is also reviewed and approved annually by the SLT.

The Sequoia High School SPSA seeks to align itself closely with the Sequoia Union High School District's LCAP, with a focus on goal alignment and an emphasis on critical indicators from the California School/District Dashboard. A close partnership between district governance is vital to the successful implementation of the action steps outlined in the plan over the next school year.

Some key terms and indicators contained in this document:

- **CSLN/SLO:** The school's critical student learner needs and schoolwide learner outcomes. Both terms come from WASC accreditation language and are formally codified in the school's self-study and Action Plan.
- **MTSS:** Multi-Tiered System of Support. The framework by which the academic program, schoolwide expectations, outcomes, and interventions are structured in public schools like Sequoia
- **DAA/HCA:** Sequoia's two California Partnership Academies: Digital Arts and Health Careers, respectively.
- **ELPAC:** The CA assessment tool used to help determine eligibility for English Learners to be reclassified as Fluent in English.
- **EML:** Emerging Multi-lingual Learner, i.e, students whose mastery of English began in a formal educational setting within the last three years.
- **IB:** International Baccalaureate, which includes courses, a learner profile, assessments, and diploma certification that is recognized globally. Sequoia is an IB school.
- **SSC/SLT**: Sequoia's representative shared decision-making body
- **SWD:** Students with Disabilities, i.e., students qualifying for special education services
- **WASC**: Western Association of Schools and Colleges, responsible for accreditation for California public high schools
    - **LCAP**: Local Control and Accountability Plan: a CA state-mandated document outlining an LEA (ie, school district's) goals and action plan. In the SUHSD, this is also referenced as the Learning Continuity and Attendance Plan
- This document is designed to provide a comprehensive *narrative* of progress towards goals and plans moving forward. Reporting on this data occurs publicly and at regular intervals to the SUHSD Board of Trustees. Supporting aggregate data is contained within the:
    - SUHSD Dashboard,
    - SUHSD Interim Assessments results
    - CAASPP results
    - Internal Analysis of Flex Time Attendance and Sign-up Rates
    - Panorama results.

Goals, Strategies, Expenditures, & Annual Review

Link

VISION Equity in Access + Equity in Outcomes	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.			
SCHOOLWIDE LEARNER OUTCOMES				
Students will demonstrate an engagement in learning, as measured by daily attendance.	**Students will demonstrate growth of literacy skills including reading comprehension, use of diverse and culturally relevant sources to defend claims, and written and oral communication, as measured by results of CAASPP, ELPAC, Reading Inventory, Interim Comprehensive Assessment, and classroom assessments.**	**Students will demonstrate critical thinking in mathematics to create mathematical models, communicate reasoning, and apply mathematics to real-world contexts, as measured by results of CAASPP, Interim Comprehensive Assessment, and classroom assessments.**	**Students will demonstrate preparedness for post-secondary pathways in careers and/or college, as measured by equitable access to and successful completion of programs, activities, and resources.**	**Students will demonstrate connection to the school community through healthy relationships and participation in school activities, as measured by Panorama survey results, California Healthy Kids survey results, and participation in athletics, clubs, and other school activities.**
MAJOR STUDENT LEARNER NEEDS				
With the goal of closing the achievement gap, increase achievement of significant subgroups performing below the standard toward the schoolwide average, as demonstrated by measuring progress toward graduation, 9th- and 10th-grade pass rates, graduation rates, UC/CSU A-G eligibility rates, and transition to post-secondary programming.	Literacy skills of significant subgroups performing below the standard will improve, as demonstrated on the CAASPP, SUHSD Interim Comprehensive Assessment, and subject-area assessments (e.g., reading assessments, standards-based rubrics).	Mathematical reasoning skills of significant subgroups performing below the standard will improve, with a specific focus on problem solving and communicating reasoning, as demonstrated by the CAASPP, SUHSD Interim Comprehensive Assessment, and subject-area assessments (e.g., Algebra and Geometry benchmark tests).		
PRIORITIZED AREAS OF GROWTH				
Identify barriers to success in all classes, and target our equity efforts, especially around language supports and other resources needed, around academic success.	Integrate flex time uniformly with integrity and accountability.	Increase the amount of collaboration time available to curriculum teams to allow more curricular teams to create curriculum that is standards-aligned, engaging, relevant, and rooted in schoolwide initiatives.	Increase accessibility to social-emotional/mental health support to meet students' needs.	Expand our focus on and student awareness of career pathways and other post-secondary options.

Goal 1

SPSA Goal 1: Students will demonstrate growth of literacy skills including reading comprehension, use of diverse and culturally relevant sources to defend claims, and written and oral communication, as measured by results of CAASPP, ELPAC, CAPTI, Interim Comprehensive Assessment, and classroom assessments.

SUHSD LCAP Alignment:

LCAP Goal 1: The District will improve the academic performance of student subgroups who score "very low" (red) in ELA and Math, as indicated on the CA Dashboard.

LCAP Goal 5: The district will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for English Learners and Reclassified fluent English proficient (RFEP) students.

Identified Need

Our staff have reviewed the following data in a variety of settings (departments, staff meetings, SLT/SSC, e.g.):

- Percentage of students eligible for free/reduced lunch under SED-eligibility criteria.
- School enrollment data by ethnicity
- School enrollment data by primary home language
- School enrollment data by language proficiency
- Interim Assessment (ICA) results, measured by the rate of students correctly answering items as tied to various CCSS standards.
- Graduation Rate
- UC/CSU a-g Eligibility Rate
- School enrollment data by special programs
- IB participation rates
- CELDT/ELPAC results
- Number of Ds and Fs by semester 10-12th-graders
- Percentage of 9th-grade students on track to graduate
- Percentage of 10th-grade students on track to graduate
- Percentage of 11th-grade students on track to graduate

Analysis/Progress:

Overall, Sequoia students have improved gradually in their performance on the ELA portion of the CAASPP between 2016 (when it was first administered) and 2025. Sequoia staff reviewed summary results along with the ICA literacy assessment before engaging in focus group work as part of the 2023-24 WASC Self-Study. This upward trend in performance in 2025 data was significant enough to “move the needle” among multiple subgroups (and overall) in the California Dashboard

Analysis of the academic achievement data (number of Ds and Fs) revealed parallel trends and correlation among the subgroups. Students who struggle with academic achievement, as reported by grades, struggle similarly with the California standardized tests.

To hone in further on the needs our action plan should strive to meet, work was done to understand where trends exist within the diverse student population categorized as “English Learners”. Through the analysis of ELPAC data along with the number of years in US schools, staff gained a better understanding of the differences between newcomer and long-term English learners and the extent to which existing interventions were effective,

Through this process, our goal was developed with a narrow (but representative) target. In other words, as we move to more equitably align grading with standards, CAASPP results (SUHSD Interim Assessment Data) will become an even stronger indicator of the extent to which mastery will drive graduation, A-G eligibility, IB participation, and other key measures used by the school and the district to measure student success. As such, ongoing monitoring of key indicators will serve to help our team evaluate program effectiveness as part of our continual cycle of improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	At Sequoia, two significant subgroups currently show a RED indicator on the California dashboard: English Learners and SED Students	The percentage of Sequoia 11th Graders at or above standard for the 2025 CAASPP within the targeted significant subgroups will increase 3-5%
Interim Comprehensive Assessments	Results for Sequoia students in the SUHSD ICA reflect trends in CAASPP results as reflected in the CA Dashboard	In all grades, 3-5% of students in critical subgroups will show move across proficiency bands
ELPAC Results: Percentage of English Learners meeting criteria (3 or 4 on ELPAC) for reclassification as fluent English proficiency (RFEP) as well as demonstrating growth from year-to-year.	Overall: 42.9% of Sequoia ELs scored at Level 3 or 4, with significant disparity between results in speaking/listening domains (higher) and reading/writing domains (lower) Students tested: Grade 9: 81 Grade 10: 60 Grade 11: 65 Grade 12: 45	An additional 3-5% overall Increase in the percentage of students scoring at 3 or 4 overall and in the domains of Reading and Writing. With participation rates stabilized consistently for 3 consecutive years, more in-depth analysis of trends now possible and targeted, strategic interventions will yield incremental growth.
Reading Inventory Assessment	68.6%	This number will likely be closely monitored as new approach to targeted interventions for most critical student populations should show growth.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students. Targeted groups: English Learners and SED Students

STRATEGY 1: Identify barriers to success in all classes, and target our equity efforts, especially around language supports and other resources needed, around academic success.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$100,000 for the reduction of class sizes $5000.00 Department Supplement for release/analysis of student work/collaboration	SHSEF Site Discretionary, PD Grant,

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students. Targeted group: Long-Term English Learners

STRATEGY 2: Utilize increased collaboration time available to curriculum teams to allow more curricular teams to create curriculum that is standards-aligned, engaging, relevant, and rooted in schoolwide initiatives, as measured by amount of curricular collaboration time in the bell schedule, course syllabi, unit plans, lesson plans, and assignments/assessments.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$5000.00 Department Supplement for release/analysis of student work/collaboration	Site Discretionary, PD Grant,

Strategy/Activity 3

Students to be Served by this Strategy/Activity

11th Grade ELA CAASPP-takers

Strategy/Activity

STRATEGY 3: Create student-facing training materials on how to access designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary, and Closed Captioning. (*SUHSD LCAP Action Item 2.1*)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
SUHSD-partnered (TBD)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

11th Grade EL CAASPP-Takers

Strategy/Activity

STRATEGY 4: Provide Bilingual Resource Teachers and Proctors the tools to train unduplicated student groups on how to access designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary and Closed Captioning. Encourage IEP teams and Intervention Counselors to understand how and why to assign various embedded designated supports and accommodations to students. Provide practice to these students in the use of these tools, particularly to these student groups *(SUHSD LCAP Action Item 2.1)*

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
SUHSD-partnered (TBD)	

Goal 2

SPSA Goal 2/CSLN 2: Students will demonstrate critical thinking in mathematics to create mathematical models, communicate reasoning, and apply mathematics to real-world contexts, as measured by results of CAASPP, Interim Comprehensive Assessment, and classroom assessments.

SUHSD LCAP Alignment:

LCAP Goal 1: The District will improve the academic performance of student subgroups who score "very low" (red) in ELA and Math, as indicated on the CA Dashboard.

LCAP Goal 5: The district will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for English Learners and Reclassified fluent English proficient (RFEP) students.

Identified Need

As part of the 2023-24 WASC Self-Study, the following data was used to identify this goal:

- School enrollment data by ethnicity
- School enrollment data by SED-eligibility criteria
- School enrollment data by primary home language
- School enrollment data by language proficiency
- CAASPP ELA Results
- CELDT/ELPAC results
- Number of Ds and Fs by semester 10-12th-Grade
- Interim assessment results
- Sequoia All-School writing assessment results

Sequoia saw measured but consistent improvement in performance on the mathematics portion of the CAASPP between 2015 and 2017, followed by a slight drop in 2018. ICA Data from Fall 2021 shows similar trends. Data from CAASPP as well as the ICA point to a persistent gap in achievement between English Learners, -eligible students, and students with disabilities among their grade-level peers. Math performance data from these assessments has been flat through 2024, but showed enough growth in 2025 to “move the needle” in the CA Dashboard overall as well as among multiple subgroups.

On the other hand, analysis of grade data shows significant improvement in Algebra classes among students who, under the old placement model, would’ve been enrolled in non-UC/CSU A-G Algebra Readiness classes. This is an indication that changes in our instructional approach has led to positive outcomes, especially when combined with our curricular support model.

Analysis of academic achievement data (number of Ds and Fs) showed a relationship between math grades and test scores. The stronger correlation was the overall percentage of students with multiple Ds/Fs and low performers on the math portion of the CAASPP. Students who generally struggle academically, as reflected in grades, also struggle similarly with the California standardized tests.

Understanding where trends exist within the diverse population of students categorized as “English Learners” was sought through the analysis of reclassification data and the number of years in US schools. This helped us better understand the differences between newcomer and long-term English learners and the extent to which existing interventions were effective. A similar subdivision was applied to our population receiving special education services, examining how closely trends within this subgroup mirrored those of the general population. Latinos, FRL-eligible students, and English learners in special education underperformed compared to other special education students not in these categories.

As with our school-wide literacy goal, the inquiry process was designed to give us a numeracy goal with a narrow (but representative) target. In other words, as we move to more equitably align grading with standards, CAASPP results (SUHSD Interim Assessment Data) will become an even stronger indicator of the extent to which mastery will drive graduation, A-G eligibility, IB participation, and other key measures used by the school and the district to measure student success

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
11th Grade Interim Assessment (ICA) Math: What growth do students show between 9th and 12th Grades in the areas of knowledge, application, and communication (as aligned with CCSS in Mathematics).	ICA Math ● Overall, 63% were proficient or advanced ● Latino Students 48% proficient or advanced ● - (Data not available for ICA) ● English Learners 10% proficient or advanced ● Students with Disabilities 48% proficient or advanced (⅓ of SPED students tested) ● English-only Students: 80% proficient or advanced	Sequoia should continue to see the most dramatic jump from 1th to 1th grade, indicative of the strong collaboration and alignment of the Algebra I team. As efforts to scale practices with Geometry and continued success with the implementation of the two IB math pathways for 11th and 12th graders (as well as the CCSS-aligned Data Science alternative), we expect growth at other grade levels to begin to more closely resemble that shown by 9th graders at Sequoia
SUHSD Interim Assessments: Identify trends in the extent to which students are able to demonstrate mastery of the CCSS Math standards.	Teacher analysis of individual student results resulting in individual action plans.	Department/Curricular team analysis of achievement results to develop standards-aligned common assessments and rubrics. Reflect on individual students to find patterns and next steps to help more student subgroups increase achievement
Standards-aligned common subject area assessments: Teachers within curricular teams in core subject areas will use a cycle of inquiry protocol to analyze the results of common assessments.	Curricular teams developed, implemented, and reflected on common, standards-aligned assessments, continued practices that worked well, and modified curriculum/practices when they did not yield intended results	Some curricular teams are having great success with student achievement in individual courses, including IB. Curricular teams will continue this practice and have more avenues to share successful practices with the staff as a whole.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Interim Assessment (ICA): Percentage overall of students demonstrating proficiency through correct response to standards-aligned items on the test	ICA ELA: ● Average percent correct for all students: 57.7% ● Percent Proficient or Advanced for all: 41.6% ● English Learners average percent correct: 34%	Continued incremental growth in all areas with significant jumps between 9th and 10th, and again between 11th and 12th grades

	• English-only Students av. correct 63.2%:	
SUHSD Interim Assessments: Identify trends in the extent to which students are able to demonstrate mastery of the CCSS ELA standards.	Teacher analysis of individual student results resulting in individual action plans.	Department/Curricular team analysis of achievement results to develop standards-aligned common assessments and rubrics. Reflect on individual students to find patterns and next steps to help more student subgroups increase achievement
Standards-aligned common subject area assessments: Teachers within curricular teams in core subject areas will use a cycle of inquiry protocol to analyze the results of common assessments.	Curricular teams developed, implemented, and reflected on common, standards-aligned assessments, continued practices that worked well, and modified curriculum/practices when they did not yield intended results	Some curricular teams are having great success with student achievement in individual courses, including IB. Curricular teams will continue this practice and have more avenues to share successful practices with the staff as a whole.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students. Targeted Group: English Learners

Strategy/Activity

STRATEGY 1: Use student data to identify target student groups and skills to support with concepts and procedures, problem solving, and communicating reasoning on the District ICA, District Benchmark assessments, and the CAASPP.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$3000.00 Department Release 0.8 FTE for Algebra pull-out support model	SHSEF General Fund Intervention Staffing Allocation (SUHSD)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Long-Term English Learners

Strategy/Activity

STRATEGY 2: Provide Bilingual Resource Teachers and Proctors the tools to train unduplicated student groups on how to access designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary and Closed Captioning. Encourage IEP teams and Intervention Counselors to understand how and why to assign various embedded designated supports and accommodations to students. Provide practice to these students in the use of these tools, particularly to these student groups *(SUHSD LCAP Action Item 2.1)*

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
SUHSD-partnered (TBD)	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students. Targeted Group: SED

Strategy/Activity

STRATEGY 3: Continue to utilize student-facing training materials on how to access designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary, and Closed Captioning. (*SUHSD LCAP Action Item 2.1*)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
SUHSD-partnered (TBD)	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students. Targeted Groups: English Learners and Students with Disabilities

Strategy/Activity

STRATEGY 4: Identify ways to effectively use flex and after-school tutoring

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
0.2 FTE for Flex Coordination 0.8 FTE for Algebra push-in support	General Fund Intervention Staffing Allocation

Goal 3

SPSA Goal 3/CSLN 3: Students will demonstrate preparedness for post-secondary pathways in careers and/or college, as measured by equitable access to and successful completion of programs, activities, and resources.

SUHSD LCAP Alignment:

LCAP Goal 2: The District will improve the results of student groups scoring "very low" on the Readiness for College and Career CA Dashboard Indicator and those student groups scoring "very low" on Graduation rates.

Identified Need

As part of the 2023-24 WASC Self-Study, the following data were used to identify this goal:

- Percentage of students eligible for free/reduced lunch under SED eligibility criteria.
- School enrollment data by ethnicity
- School enrollment data by primary home language
- School enrollment data by language proficiency
- CAASPP ELA Results
- CELDT/ELPAC results
- Number of Ds and Fs by semester 10-12th-Grade
- Interim Comprehensive Assessment (ICA) results

Schoolwide, UC/CSU a-g completion rates have fluctuated between 57% and 59% from 2018 to 2025. 65% of the class of 2026, at the time of this report, is on track to meet A-G requirements. A similar fluctuation trend is evident in Sequoia's targeted subgroups, such as English Learners and SED students, although these subgroups continue to underperform their peers on this key indicator.

Of course, this conforms with local interim assessments (ICA) data, grade data, graduation rates, progress toward graduation, and IB participation rates to compare trends. The gap persists across the various measures, consistent (though not as stark) with what we observe in analyzing UC/CSU A-G Eligibility rates. We observed consistency in the percentage of 9th graders (both overall as well as in the underperforming subgroups) on track to graduate in 2018-2019 when nearly 77.6% of Latinos, 75.3% of students with disabilities, and 77.6% of -eligible students were on track compared with a school-wide 84.4% rate.

Nonetheless, there remain significant gains to be made with underperforming subgroups. These needs should be addressed through school-wide measures outlined in our WASC action plan. Throughout this and the subsequent goals, this document will demonstrate the alignment of school-wide action items with our critical learner needs (SPSA Goals) and district LCAP goals.

Findings from our most recent accreditation self-study, aligned with CA Dashboard indicators, led staff to refine it's definition of post-secondary readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course Enrollment Data, Credit Recovery Enrollment	Sequoia staff will embark on an audit of courses to identify those in which cultural/background knowledge and/or reading/language proficiency is a barrier to success, especially for emerging multilingual learners and students with disabilities	Results disseminated to department chairs (Fall 2024 Timeline)
IB Enrollment Data	76% of Sequoia graduates complete at least one IB course. This rate varies among significant subgroups, including the targeted EL subgroup, where it is significantly lower	This rate should remain stable or continue to climb incrementally, in line with strategic gains in core classes and a focus on literacy and math skill development. More substantial gains should be seen among targeted subgroups, aligned with priorities identified in the CA Dashboard and the SUHSD LCAP.
ELPAC Results: Percentage of English Learners meeting criteria (3 or 4 on ELPAC) for reclassification as fluent English proficiency (RFEP), as well as demonstrating growth from year-to-year.	Overall: 41.4% of Sequoia ELs scored at Level 3 or 4, with significant disparity between results in speaking/listening domains (higher) and reading/writing domains (lower) Students tested: Grade 9: 81 Grade 10: 60 Grade 11: 65 Grade 12: 45	Increase in the percentage of students scoring at 3 or 4 overall and in the domains of Reading and Writing. Participation rate (75%) is attributed to Distance Learning and the challenge of encouraging students to come in and test in person at the school. The participation rate this year (21-22) is already higher than 90%.
UC/CSU A-G Eligibility: Percentage of subgroups meeting requirements upon graduation	In 2021-2022, 58.6% of Sequoia graduates met UC/CSU A-G requirements.	Projected UC/CSU a-g eligibility for the class of 2023 looks to break the trend of the past few post-pandemic years.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students. Targeted Group:

Strategy/Activity

STRATEGY 1: Career Readiness Program, supporting initial cohort of 15-20 students in 26-27 and building up to a full cohort of 40 students in 22-28, created for the purposes of community partner/program development, targeted student outreach and support. Increase participation in internships and vocational programs through targeted support and intervention.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$144000 to fund Career Readiness Coordinator and Career Specialist on contract	SHSEF, Community partner grant (Sobrato Foundation)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students. Targeted Group: Teacher/Counselor nominated, non-A-G eligible, expressed interest in post-secondary career readiness.

Strategy/Activity

STRATEGY 2: Expand our focus on and student awareness of career pathways and other post-secondary options, as measured by student and staff surveys; enrollment data for CTE courses and Academies; and data for CTE pathway completion, community college concurrent enrollment, and dual-enrollment course completion.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$144,000 Additional bilingual College/Career Counselor	SHSEF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students, EL Students, Academy-eligible 9th Graders

Strategy/Activity

STRATEGY 3: Target rising 10th-grade student groups scoring red on the State Dashboard College and Career Indicator for Academies, Seal of Biliteracy, and/or other CTE pathways for pathway completion and dual enrollment. ***(LCAP Action Item 3.5)***

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
0.4 FTE for Academy Class size reduction	General Fund Staffing Site Discretionary State CAPAAR matching funds

Goal 4

SPSA Goal 4: Students will demonstrate connectedness to the school community through healthy relationships and participation in school activities, as measured by Panorama survey results, California Healthy Kids survey results, and participation in athletics, clubs, and other school activities.

SUHSD LCAP Alignment:

LCAP Goal 1: The District will improve our English Learners' chronic absenteeism and engagement, well-being, and connection with foundational, focused, and intensive support. The District will reduce the suspension rates for African American and Pacific Islander students and improve engagement and connection with the educational program.

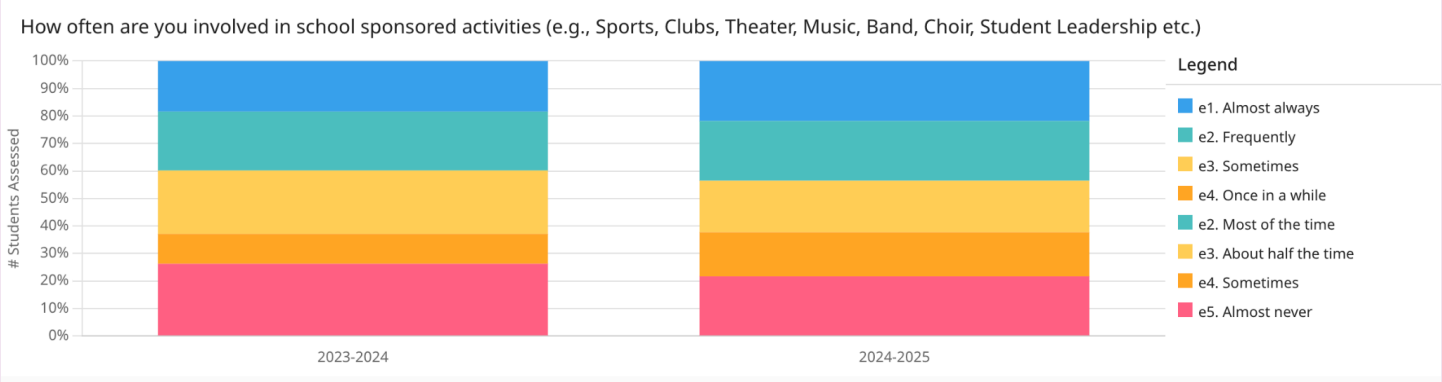
Identified Need

As part of the 2023-24 WASC Self-Study, the following data was used to identify this goal:

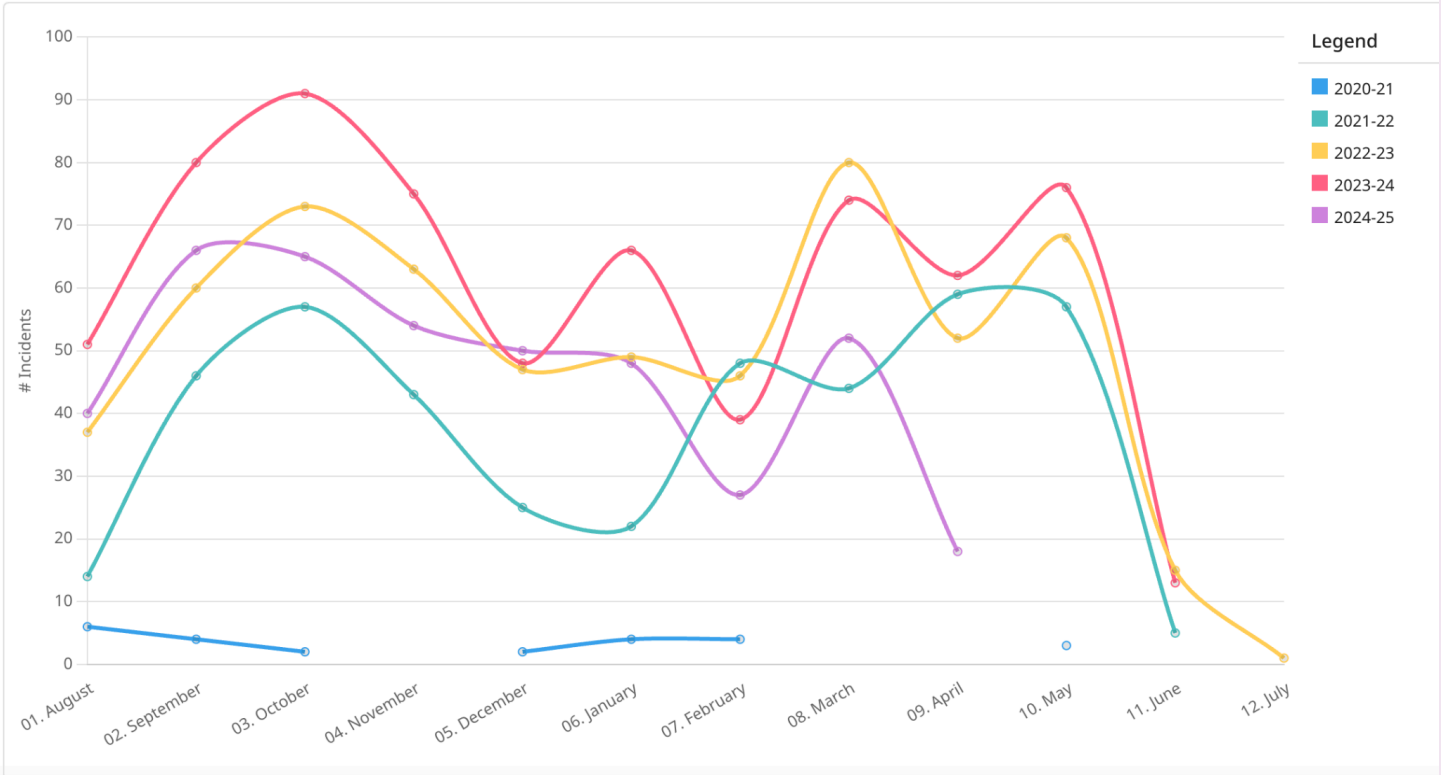
- Percentage of students eligible for free/reduced lunch under SED-eligibility criteria.
- SUHSD Strategic Plan Survey
- School enrollment data by ethnicity

- School enrollment data by primary home language
- School enrollment data by language proficiency
- Attendance/Tardy Data
- Student Instructional Practices Survey and Needs-Assessment Survey (Fall 2024)
- Family Survey (Fall 2024)
- Student Engagement Survey (Fall 2024, Spring 2025)
- California Healthy Kids Survey (Spring 2025)

“Connectedness” presents exciting opportunities in assessment, measurement, and growth. To look at how our students are engaged as learners and community members, we synthesize hard data and perception data to paint a comprehensive picture, which helps us target resources and interventions most effectively.



Suspension rates started decreasing before the pandemic, continued to decrease during the pandemic, and increased in 2022-23. In 2023-24, Suspension rates for African American, Latino and Pacific Islander students have higher suspension rates than white and Asian students. Thus far in 2025-26, the rate of disproportionality has decreased. Suspension rates for African-American and Pacific Islander students is no longer significantly disproportionate to white students. Overall, suspension rates have dropped from last year and throughout the academic year.
● Sequoia has not expelled any students since prior to the 2019-20 school year.
● The highest score on the Panorama student survey from fall 2022 was around students having supportive relationships. Questions about school safety also earned high scores from students, indicating that students feel safe on campus (3.9/5) and online (4.1/5). The question asking how positive or negative the school's energy is scored 3.5/5. Students scored their overall interest in classes as 3.3/5, but their eagerness to participate in classes as 2.9/5.



In general, students' perception of the school climate is positive. An increase in the number of campus aides and the return of tardy sweeps after brunch and lunch are among the steps Sequoia has taken to better monitor student behavior on campus and encourage a positive climate. Teachers continue to work on engaging students and supporting a variety of student needs in heterogeneous classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Engagement Survey	Analysis and identification of baseline 2024 data will be used to start tracking longitudinally in order to prioritize areas for growth	Sequoia's SLT/SSC and leadership team will use formal analysis of student perception data to identify trends and prioritized areas of growth in order to target resources.
Attendance Data	After falling post-pandemic, Sequoia attendance data has returned to rates similar to what they were pre-COVID and in-line with county schools.	Attendance continues to top the list of teacher/staff concerns, especially among students and families who underperform either individually or as part of a significant subgroup.
Suspension Rates	There is disproportionality in Sequoia's suspension rates among SED-eligible students, though not significant enough to show up RED on the CA	Efforts to increase accountability measures, such as tardy sweeps and the hiring of additional security to control the flow of students off campus, along with

	dashboard. Sequoia outperforms state averages with suspension rates for API and African America students.	the adoption of school-wide strategies to stem the disruptive use of electronics in classes
Participation Rates in Clubs/Activities	Sequoia has no comprehensive baseline data. Sequoia will administer is participation survey in 2025-26 to identify trends.	Sequoia will look to improve rates of participation in arts, athletics, leadership, and clubs targeting

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students. Targeted Group: 9th graders, EL/SED students

Strategy/Activity

STRATEGY 1: Increase course elective offerings in arts and for 9th graders.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
0.4 FTE 0.4 FTE	Proposition 28 funding SUHSD allocation for 9th Grade Enrichment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students: All students

Strategy/Activity

STRATEGY 2: Increase accessibility to social-emotional/mental health support to meet students' needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1.0 FTE for TRC Therapist	SHSEF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students. Targeted Group:

Strategy/Activity

STRATEGY 3: Integrate flex time uniformly with integrity and accountability.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
0.2 FTE Core Department Collaboration $5000 for Curricular Rate Pay to analyze Flex data in SLT/SSC	SiteDiscretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students; SED Students, English Learners

Strategy/Activity

STRATEGY 4: Engage families via ELAC, Parent Project,

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1.0 Classifed FTE - Family Center Coordinator	Title I General Fund Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All Students. Targeted Groups: English Learners and Students with Disabilities

Strategy/Activity

Annual Review

SPSA Year Reviewed: 2025–26

Respond to the following prompts relative to school goals.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goals.:

LEA GOALS (LCAP):

- **The District will improve our English Learners' chronic absenteeism, engagement, well-being, and connection through foundational, focused, and intensive support. The District will reduce the suspension rates for African American and Pacific Islander students and improve engagement and connection with the educational program.**
- **The District will improve the academic performance of student subgroups who score "very low" (red) in ELA and Math, as indicated on the CA Dashboard.**
- **The District will improve the results of student groups scoring "very low" on the Readiness for College and Career CA Dashboard Indicator and those student groups scoring "very low" on Graduation rates.**
- **The district will recruit and retain a highly qualified staff that reflects its student demographics.**
- **The district will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for English Learners and reclassified fluent English proficient (RFEP) students.**
- **The District will support Redwood in its work to increase the graduation rates of Redwood students in general and EL students in particular.**

SCHOOL GOALS 2026-27 (Critical Learner Needs):

1. With the goal of closing the achievement gap, increase achievement of significant subgroups performing below the standard toward the schoolwide average, as demonstrated by measuring progress toward graduation, 9th- and 10th-grade pass rates, graduation rates, UC/CSU A-G eligibility rates, and transition to post-secondary programming.
2. Literacy skills of significant subgroups performing below the standard will improve, as demonstrated on the CAASPP, SUHSD Interim Comprehensive Assessment, and subject-area assessments (e.g., reading assessments, standards-based rubrics)
3. Mathematical reasoning skills of significant subgroups performing below the standard will improve, with a specific focus on problem solving and communicating reasoning, as demonstrated by the CAASPP, SUHSD Interim Comprehensive Assessment, and subject-area assessments (e.g., Algebra and Geometry benchmark tests).

As our assessment measures have changed, we have updated our goals accordingly. Goal 1 was updated in 2023-24 to include multiple measures of assessment beyond UC/CSU a-g eligibility. Success in closing the achievement gap is now measured with results from District ICA, ELPAC, and the percentage of students enrolled in 1+ IB/AP classes while at Sequoia.

We rely heavily on a SUHSD-created interim assessment to provide us with student performance data tied to specific CCSS standards in mathematics and ELA (the ICA, or Interim Comprehensive Assessment). Likewise, we have moved from providing subject-area lesson plans as a form of evidence and accountability. Curricular teams share units, strategies, and assessments through Google Drive and Canvas. The administration solicits regular feedback from departments and curricular teams through progress monitoring and Google Forms, and classroom observations provide another avenue for monitoring implementation.

A significant shift in practices occurred around formalizing processes to evaluate and monitor the effectiveness of programs and intervention strategies on student achievement and learning. Updates to the Action Plan illustrate how more stakeholders have been brought into the process for monitoring program effectiveness. Subgroups in the SLT collect data and report back to the group about the effectiveness of specific action items. The administration, teacher leaders, the SLT, and other groups also pull data throughout the year.

Sequoia's comprehensive school-wide Action Plan can be found in Appendix Item A. It is designed as a working document, outlining specific steps to be taken to address the areas identified through data monitoring and stakeholder discussions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, we continued to take steps to refine our processes and collect feedback to understand how departments and curricular teams were working in alignment with our action plan. Our school-wide department release work focused on practical engagement strategies across the curriculum, an understanding of students' physical responses to trauma, and a connection between the Ethnic Studies curriculum and our school's culture and values.

Departments also assessed students more frequently to identify learning gaps and adjust the pacing and units to meet student needs in this unusual school year. Minimum days were supported in this work through department and EDC focus groups. While all departments focused this year on assisting students in transitioning back to in-person learning, the school anticipates the ability to once again focus on all-school PD related to our Action Plan.

Next year, we will again look for ways to engage all staff at the department level to revisit our instructional goals of Differentiation, English Learner Strategies, and Equitable Grading Practices. The instructional focus for departments now revolves around taking the best of flexible/equitable grading practices, including expanded definitions of grading for mastery, along with using technology and Canvas to their fullest potential, have the ability to move us faster along the continuum of closing the achievement gap and meeting the three goals of student achievement outlined in our CLSRs. This focus will aid in preparing for our WASC visit and in achieving our goals to serve all students with the best practices available to educators.

2026-27 will build on the successful progress we've made on our action plan in the 2025-26 school year, when the foundational work of the 2023-24 WASC self-study began to bear fruit through actions aligned with new/revised goals.

Sequoia is already ahead of its timeline on multiple action items, with this plan calling for the continued monitoring of implemented changes, the successful adoption of a new bell schedule, e.g.. We look forward to

reporting increased efficacy in the areas of attendance, wellness, career/community partnerships, and engagement, which have emerged as schoolwide priorities for focus moving forward, in strong partnership and alignment with the district's stated priorities in our LCAP.

APPENDIX A: SEQUOIA HS WASC ACTION PLAN

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