Sequoia School

21445 Centre Pointe Pkwy. • Santa Clarita, CA 91350 • (661) 259-0033 • Grades 7-12
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

William S. Hart Union High School District
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Dr. Michael Vierra
Assistant Superintendent, Human Resources

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School Description

Sequoia School devotes itself to creating a brighter future and a rich learning experience for each and every student. We promote and instill high standards, personalized goals, and dynamic partnerships with family and community. We embrace the view that all students can succeed in a safe, positive, and academically stimulating environment. The Sequoia School campus provides a student-centered educational program for students in grades 7-12, through support teams comprised of highly qualified teachers, support staff, and Educationally Related Intensive Counseling Services (ERICS). Sequoia's unique integration of academic, behavioral, and therapeutic support creates an environment in which students experience achievement towards their educational goals and objectives. Our students participate in active learning environments equipped with educational technology and curriculum aligned to the Common Core State Standards. Our school-wide positive behavioral support program encourages students to modify their behaviors to become successful learners in the classroom. Within this extraordinary learning environment, students receive exemplary instruction and experience the comfort and safety of positive social interactions. Everyday at Sequoia, in addition to academics, students learn invaluable life lessons that strengthen them to cope with social and emotional struggles. In addition, they receive Community Based Instruction and transition services to strengthen their post-secondary success toward a brighter future.

About the SARC

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, 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 LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 7	1
Grade 8	4
Grade 9	9
Grade 10	11
Grade 11	11
Grade 12	14
Total Enrollment	50

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	2.0
Filipino	0.0
Hispanic or Latino	44.0
Native Hawaiian or Pacific Islander	0.0
White	50.0
Socioeconomically Disadvantaged	54.0
English Learners	8.0
Students with Disabilities	100.0
Foster Youth	4.0

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			
Sequoia School	**16-17**	**17-18**	**18-19**
With Full Credential	5	5	
Without Full Credential	1	1	
Teaching Outside Subject Area of Competence	0	0	
William S. Hart Union High School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sequoia School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grade 7 - Collections - Houghton Mifflin Adopted 2016 Grade 8 - Collections - Houghton Mifflin Adopted 2016 Grade 9 - My Perspectives, English Language Arts - Pearson Adopted 2017 Grade 10 - My Perspectives, English Language Arts -Pearson Adopted 2017 Grade 11 - My Perspectives, American Literature - Pearson Adopted 2017 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Mathematics	Math 7 - Middle School Math Solutions Course 2 - Carnegie Learning Adopted 2018 Math 8 - Middle School Math Solutions Course 3 - Carnegie Learning Adopted 2018 Algebra - Hart Interactive Adopted 2016 Preparation for Advanced Mathematics (PAM) - Hart Interactive Adopted 2018 Foundations in Personal Finance- Neylan Group International Adopted in 2014 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%
Science	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006 Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006 Biology - Prentice Hall Adopted 2007 William S. Hart Union Hart School District NGSS Curriculum and Instructional Segment Lessons Adopted 2017 Earth Science - McDougal Littel Adopted 2005 Project Lead the Way (PLTW) web-based curriculum - Principal of BioMedical Science Adopted 2014 **The textbooks listed are from most recent adoption:**　　Yes **Percent of students lacking their own assigned textbook:**　0%

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
History-Social Science	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006 Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006 Grade 10 - World History: The Modern World - Prentice Hall Adopted 2006 Grade 11 - America: Pathways to the Present - Prentice Hall Adopted 2006 Grade 12 - Economics: New Ways of Thinking - EMC Paradigm Adopted 2007 Grade 12 - Magruder's American Government - Prentice Hall Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	**Percent of students lacking their own assigned textbook:** 0%
Health	Lifetime Health - Holt Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A **Percent of students lacking their own assigned textbook:** 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Each and every campus within the Wm. S Hart High School District is inspected by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 1211/30/18 there are 13 work orders in progress

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/1/18		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	**Exemplary**	

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

	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards **(grades 3-8 and 11)**					
Subject	**School**		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	24.0	58.0	68.0	69.0	48.0	50.0
Math	0.0	16.0	48.0	50.0	37.0	38.0

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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	20	19	95.00	57.89
Male	--	--	--	--
Female	11	10	90.91	70.00
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	11	11	100.00	63.64
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	18	17	94.44	64.71
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: 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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	20	19	95	15.79
Male	--	--	--	--
Female	11	10	90.91	20
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	11	11	100	18.18
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	18	17	94.44	17.65
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: 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.

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 2018-19)
In an effort to meet the unique needs our students, Sequoia School welcomes parent involvement through programs such as our Parent Advisory Council, Parent University, Educationally Related Intensive Counseling Services and regularly scheduled IEP meetings. Sequoia's parents participate actively in Parent Advisory Council to provide their input into school matters. Parents are also supported through a monthly parent education night - Parent University. Each meeting features dynamic topics designed to focus on the intersection of education and mental health. Sequoia seeks to further empower families with effective tools to support students in their pursuit of achievement and excellence.

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.

School Safety Plan
The school safety plan is reviewed annually to ensure Sequoia maintains a safe and healthy learning environment for all students and staff. The plan includes child abuse reporting procedures, dangerous student notification, bullying and cyber bullying, school site discipline, evacuation procedures, lock-down procedures, risk management assessment, and crisis management and intervention. The plan is shared with staff before and after scheduled drills to ensure its efficiency. The plan was reviewed yearly and updated will current staff members. After every drill staff evaluates the effectiveness of the plan and debriefs with students and staff.

Bullying prevention continues to be a priority at Sequoia. Administrator, ERIC's therapists, teachers, and staff are proactive in identifying and responding to peer conflict that could escalate. Our peer mediation program has been successful in assisting students to resolve issues before conflict escalates, requiring adult intervention and school consequences. Additionally, our Safe School Ambassadors program has empowered students to be positive influences within their peer group. We continue to address school wide issues by educating students through assemblies.

Sequoia is a closed campus. Campus supervisor and school personnel monitor campus before, during, and after school. Visitors must register in the Attendance Office areas before entering the campus.The administrative team works closely with law enforcement and our School Resource Officer (SRO). Our positive relationship with law enforcement provides students and parents an opportunity to interact and build relationships with our site's SRO. Our partnership with local law enforcement allows administration to stay current with issues and needs present in our local community along with immediate support at the school site when necessary.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	6.1	1.5	3.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.6
Expulsions Rate	0.1	0.0	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	4.0	7.0	7.0	15	7	9						
Mathematics	3.0	5.0	4.0	13	8	10						
Science	3.0	7.0	7.0	9	5	6						
Social Science	4.0	7.0	6.0	13	6	7						

* 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.

Professional Development provided for Teachers

The Director of Professional Development at the Administrative Center oversees the professional development structure for the William S. Hart School District consisting of a school site Administrator, a school site Instructional Coach, and a school site Professional Development Team. Professional Development for the 2016-17, 2017-18 and 2018-19 school years focuses on the implementation of the Common Core State Standards, the California ELA/ELD Framework, and the California History-Social Sciences Framework. Beyond simply understanding of the standards, English, Math, Science, and Social Studies content teams are developing resources, refining curriculum guides, and designing rigorous units supported by Teachers on Special Assignment and Curriculum Specialists. Instructional Coaches support all teachers as they teach literacy across the curriculum, differentiate instruction, develop best practices for student engagement, and implement strategies for increasing student achievement. Annually, teachers participate in Lesson Study as a means of systematically examining successful teaching strategies to increase student learning, and improve effective methods of instruction. Teachers also focus on ways to apply the Common Core Anchor Standards which identify reading, writing, listening and speaking skills that students utilize across all content areas in all grade levels, and how to increase critical thinking through depth of knowledge. All teachers participate in site and district level professional development centered around strengthening and supporting core instruction of subject-specific content and common literacy practices. After school workshops are available for teachers to attend on a myriad of additional contemporary topics related to student engagement, positive school culture, instructional and assessment strategies, wellness, and curriculum mapping. School site PD teams are responsible for providing personalized professional development - meeting the needs of teachers individually and collectively, supporting the school site goals and plans. PD teams also provide professional learning opportunities to teachers on PD days and minimum days, during site-based collaboration time, and at staff meetings according to their annual PD plan. All teachers are also provided with mobile technology to support and enhance instruction and increase the effective use of technology in the classroom.

Professional Development at Sequoia has a long term focus on reading, writing, thinking, and applying knowledge as we shift instructional practices to support the Common Core State Standards and the new CAASPP assessments. The concentration has been on first building a foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. We focused on the shift in assessment from simple recall to application of knowledge through performance tasks. Faculty learned strategies for facilitating learning and requiring students to become active participants in the classroom.

We continue to utilize and create performance tasks with an additional focus on the shifts in instruction required by such assessments. Teachers have moved from teacher-directed classrooms to student-centered classrooms facilitating learning experiences instead of simply delivering content knowledge. The Rigor/Relevance Framework helps guide our philosophy in shifting instruction from acquisition of knowledge to the ability to apply knowledge to real-world situations. Teachers work within their departments during collaboration time to create and modify both lessons and assessments to address literacy within their discipline appropriately. We also continue to conduct Professional Development sessions after school twice per month. Disciplinary literacy will continue to be a focus for Sequoia over the next few years.

FY 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$47,400	$50,747
Mid-Range Teacher Salary	$73,675	$86,127
Highest Teacher Salary	$95,863	$106,915
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$129,725	$136,636
Average Principal Salary (HS)	$143,879	$150,286
Superintendent Salary	$244,088	$238,058
Percent of District Budget		
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$49,157	$43,845	$5,312	$70,040
District	◆	◆	$7,734	$78,175
State	◆	◆	$7,125	$85,815
Percent Difference: School Site/District			-37.1	-11.0
Percent Difference: School Site/ State			-29.2	-20.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses are funded out of the district's general budget as described in the Local Control Accountability Plan (LCAP). Additional programs and services to support students are funded through State supplemental funds for parallel support intervention classes, after-school intervention time, increased parent engagement, bilingual instructional assistance, translating for family participation, and professional development for staff in intentional teaching practices to increase student learning. Federal categorical funds are used to provide additional support for English Learners, Homeless students, Foster Youth, Students with Disabilities, and counseling services focused on overall student wellness.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sequoia School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	--	5.3	--
Graduation Rate	--	57.9	--
William S. Hart Union High School	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	1.2	1.0	1.2
Graduation Rate	95.0	95.2	94.0
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	37.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2017**		
	School	**District**	**State**
All Students	66.7	95.9	88.7
Black or African American	0.0	96.2	82.2
American Indian or Alaska Native	0.0	63.2	82.8
Asian	0.0	96.4	94.9
Filipino	100.0	94.1	93.5
Hispanic or Latino	50.0	94.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	75.0	96.6	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	57.1	100.0	88.6
English Learners	33.3	57.2	56.7
Students with Disabilities	66.7	77.7	67.1
Foster Youth	0.0	100.0	74.1

Career Technical Education Programs

Sequoia students work towards college and career readiness goals throughout their high school years. Students use the comprehensive college and career readiness program, Naviance, to help them align their strengths to their future goals. Students also have the opportunity to particippate in the district's Career Visions Program. Career Visions brings career exploration and workforce services to students in our community and offers them the ability to explore and gain cofidence in the workplace. Students are supported through the job search and accusation process. The Wm. S. Hart Union High School District, in collaboration with the Santa Clarita Community College District, is introducing a comprehensive college and career readiness initiative titled "Pathway to My Future." The initiative will allow students to be more aware of what they need to do in preparation for life after high school. Dedicating more attention earlier on than ever before, students will be identifying their interests and careers that match. Students will also be able to explore a wide array of post-secondary educational options that align with work done while involved in a Career Pathway. The need for this initiative came about from an outcry of students who finished their post-secondary options and then say, "Now what?" The Pathway to My Future Initiative will enable students to have a clear, focused direction on what they want to do for a career by either attaining a job directly after high school in the field by completing a pathway leading to a certificate, or furthering their education with a subject major or institution of higher learning that will continue to the work they began in the Hart District.

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).

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.