

Sequoia School

21445 Centre Pointe Pkwy. • Santa Clarita, CA 91350 • (661) 259-0033 • Grades 7-12
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



William S. Hart Union High School District

21380 Centre Pointe Parkway
Santa Clarita, CA 91350
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www.hartdistrict.org

District Governing Board

Linda Storli

Bob Jenson

Dr. Cherise Moore

Steven M. Sturgeon

Joe Messina

Scott Watson, Student Board
member

District Administration

Vicki Engbrecht
Superintendent

Michael Vierra

**Assistant Superintendent, Human
Resources**

Mike Kuhlman

**Assistant Superintendent,
Educational Services**

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	1
Grade 8	7
Grade 9	7
Grade 10	8
Grade 11	9
Grade 12	12
Total Enrollment	44

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0
Asian	2.3
Filipino	2.3
Hispanic or Latino	34.1
Native Hawaiian or Pacific Islander	0
White	52.3
Two or More Races	6.8
Socioeconomically Disadvantaged	43.2
English Learners	6.8
Students with Disabilities	95.5
Foster Youth	4.5

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	15-16	16-17	17-18
With Full Credential	4	5	5
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	972.6
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Sequoia School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grade 7 - Collections - Houghton Mifflin Adopted 2016</p> <p>Grade 8 - Collections - Houghton Mifflin Adopted 2016</p> <p>Grade 9 - Timeless Voices, Timeless Themes (Gold) - Prentice Hall Adopted 2002</p> <p>Grade 10 - Timeless Voices, Timeless Themes (Platinum) - Prentice Hall Adopted 2002</p> <p>Grade 11 - Timeless Voices, Timeless Themes (The American Experience) - Prentice Hall Adopted 2002</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Math 7 - Glencoe Math Course 2 - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 7 - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014</p> <p>Math 8 - Glencoe Math Course 3 - Glencoe McGraw-Hill Adopted 2014</p> <p>Algebra - Hart Interactive Adopted 2016</p> <p>Geometry - Hart Interactive Adopted 2016</p> <p>Algebra 2 - Hart Interactive Adopted 2016</p> <p>Trigonometry - Houghton Mifflin Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006</p> <p>Grade 8 - Focus on Physical Science - Prentice Hall Adopted 2006</p> <p>Biology - Prentice Hall Adopted 2007</p> <p>Chemistry - Prentice Hall Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006</p> <p>Grade 8 - America: History of our Nation - Prentice Hall Adopted 2006</p> <p>Grade 10 - World History: The Modern World - Prentice Hall</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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%

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 1/9/2018 there are 7 work orders in progress

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/7/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	36	24	67	68	48	48
Math	9	0	47	48	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	16	11	68.8	45.5
White	11	8	72.7	50.0
Students with Disabilities	16	11	68.8	45.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	--	45	75	69	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

**School Year 2016-17 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	21	17	80.95	23.53
Male	15	13	86.67	23.08
Female	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	12	9	75	22.22
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	21	17	80.95	23.53
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 2016-17 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
Male	16	9	56.25	0
Female	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	--	--	--	--
White	12	5	41.67	0
Socioeconomically Disadvantaged	11	7	63.64	0
English Learners	--	--	--	--
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 and revised in 2015, and modified to enhance procedures for evacuations and lock-downs.

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	2014-15	2015-16	2016-17
Suspensions Rate	17.4	6.1	1.5
Expulsions Rate	1.4	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.3	1.5
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

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	
Other	

Average Number of Students per Staff Member

Academic Counselor	
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* 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.

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	5	4	7	11	15	7						
Mathematics	4	3	5	11	13	8						
Science	7	3	7	7	9	5						
Social Science	6	4	7	9	13	6						

* 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

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. During the 14-15 school year, to support teachers in the transition to the core, the concentration was on building foundational understanding of the standards, developing resources, and expanding collaborations between all stakeholders. ELA and math content teams developed pacing guides and designed rigorous curricular units for the 2014-2015 school year and beyond. Professional Development Coaches were engaged in a deep examination of the Common Core Anchor Standards for Literacy in preparation for supporting all teachers as they taught literacy across the curriculum. These Common Core Anchor standards delineate reading, writing, listening and speaking skills students utilize across curriculum at all grade levels. All teachers participated in site and district level professional development around these key literacy standards as well as strengthen and support core instruction of literacy practices. We focused on the shift in assessment from simple recall to application of knowledge through performance tasks. Throughout the year, the faculty learned strategies for facilitating learning and requiring students to become active participants in the classroom.

During the 15-16 school year, we continue to utilize and create performance tasks, but with an additional focus on the shifts in instruction required by such assessments. Professional development has given teachers strategies to move from a teacher-directed classroom to a student-centered classroom and 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. For the 15-16 school year, we organized our staff development into multiple lesson study days for the purpose of professional learning one day and time for implementation the next. Teachers work within their department 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 30 minutes after school bimonthly. Disciplinary literacy will continue to be a focus for Sequoia over the next few years. Teachers are also provided with the mobile technology and support they need to enhance instruction and increase the use of technology in the classroom.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,221
Mid-Range Teacher Salary	\$73,675	\$83,072
Highest Teacher Salary	\$95,863	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	\$129,725	\$128,094
Average Principal Salary (HS)	\$143,879	\$146,114
Superintendent Salary	\$224,700	\$226,121
Percent of District Budget		
Teacher Salaries	34%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sequoia School	2013-14	2014-15	2015-16
Dropout Rate	12.5	25	5.3
Graduation Rate	75	62.5	57.89
William S. Hart Union High School	2013-14	2014-15	2015-16
Dropout Rate	1.1	1.2	1
Graduation Rate	95.3	95	95.22
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	13
% of pupils completing a CTE program and earning a high school diploma	8
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$42296	36742	5554	69844
District	♦	♦	8020	78175
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-36.3	-11.3
Percent Difference: School Site/ State			-16.8	-16.9

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	34.09
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	65	81.87	87.11
Black or African American	0	64.17	79.19
American Indian or Alaska Native	0	78.57	80.17
Asian	0	95.41	94.42
Filipino	0	93.78	93.76
Hispanic or Latino	42.86	70.55	84.58
Native Hawaiian/Pacific Islander	0	75	86.57
White	90.91	94.58	90.99
Two or More Races	0	91.84	90.59
Socioeconomically Disadvantaged	75	84.39	85.45
English Learners	33.33	54.1	55.44
Students with Disabilities	66.67	68.25	63.9
Foster Youth	0	64.71	68.19

Career Technical Education Programs

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 <http://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.