

Sequoia Career Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	1031 North State St. Ukiah, CA , 95482-3413	Principal:	Melinda Decker
Phone:	(707) 463-7080	Grade Span:	4-12

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF 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.

DataQuest

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

California School Dashboard

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

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Melinda Decker

📍 Principal, Sequoia Career Academy

Contact

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Ukiah, CA 95482-3413

Phone: [\(707\) 463-7080](tel:(707)463-7080)
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Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Ukiah Unified
Phone Number	(707) 472-5002
Superintendent	Kubin, Debra
Email Address	dkubin@uusd.net
Website	www.uusd.net

School Contact Information (School Year 2025–26)

School Name	Sequoia Career Academy
Street	1031 North State St.
City, State, Zip	Ukiah, CA , 95482-3413
Phone Number	(707) 463-7080
Principal	Melinda Decker
Email Address	mdecker@scacademy.org
Website	http://www.caredwoods.org
Grade Span	4-12
County-District-School (CDS) Code	23656152330454

School Description and Mission Statement (School Year 2025–26)

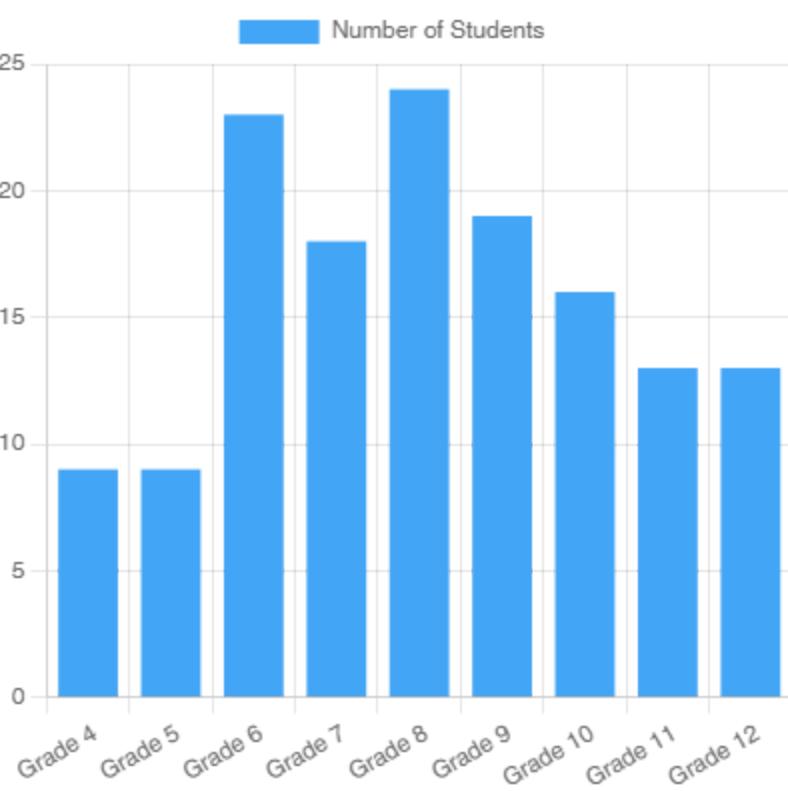
Sequoia Career Academy is a public charter school in Ukiah, California, serving students in grades 4–12. Its mission is to prepare every student for a successful future by providing support, interventions, and multiple pathways to graduation. Sequoia was founded on the belief that students do best when they are well-known, consistently supported, and given opportunities to explore and plan for their futures.

The school offers Career Technical Education courses and dual enrollment classes taught by Mendocino College instructors. Sequoia prioritizes social-emotional learning and provides behavioral supports to meet students' individual needs. Staff work together to monitor progress, identify barriers, and intervene early so students can stay on track. Families are valued partners and are involved through regular communication and inclusive decision-making.

Sequoia's goals include supporting students to graduate on time with a post-secondary plan, improving ELA and math outcomes, increasing unconditional grade promotions, and maintaining a positive school climate. The school responds to its diverse student population through flexible instructional approaches and targeted supports, ensuring every learner is prepared with the academic foundation, practical skills, and confidence needed to move into the next stage of their lives.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 4	9
Grade 5	9
Grade 6	23
Grade 7	18
Grade 8	24
Grade 9	19
Grade 10	16
Grade 11	13
Grade 12	13
Total Enrollment	144



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	11.80%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	47.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	4.90%
White	35.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	21.50%
Foster Youth	4.90%
Homeless	7.60%
Migrant	0.70%
Socioeconomically Disadvantaged	77.10%
Students with Disabilities	25.00%

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.60	86.84%	238.90	67.55%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	1.18%	17.80	5.04%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	1.18%	47.30	13.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	10.60	3.02%	11953.10	4.28%
Unknown/Incomplete/NA	0.80	10.66%	38.90	11.01%	15831.90	5.67%
Total Teaching Positions	7.60	100.00%	353.70	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	88.52%	238.10	67.56%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.60	3.87%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	6.99%	46.70	13.25%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	3.39%	16.60	4.72%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.87%	37.30	10.60%	14303.80	5.15%
Total Teaching Positions	9.10	100.00%	352.40	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	87.49%	240.90	65.69%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	15.60	4.28%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.60	6.80%	55.70	15.20%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	1.83%	19.50	5.32%	12112.80	4.34%
Unknown/Incomplete/NA	0.30	3.67%	34.80	9.50%	13705.80	4.91%
Total Teaching Positions	9.20	100.00%	366.80	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0.6	0.30
Misassignments	0.00	0	0.30
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.6	0.60

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0.3	0.10
Total Out-of-Field Teachers	0.00	0.3	0.10

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.4%	0%	4.80%

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	40.9%	0%	6.60%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: Not Available

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH CA Journeys, HMH Close Reader, HMH Performance Assessment, HMH Cold Reads, HMH Into Reading, HMH CA Collections, HMH Intro to Lit 8, HMH CA Collections 9 - 12	0
Mathematics	HMH Math in Focus 4A, 4B, 5A, 5B, Savvas enVision Math Common Core Vol 1, Big Ideas Math Course 2A Common Core, AGS Pre-Algebra, Big Ideas Math Textbooks & Workbooks, Savvas enVision Integrated Math I & II Textbooks & Workbooks	0
Science	HMH CA Science Dimensions, HMH Living Earth, HMH Chemistry in Earth Science	0
History-Social Science	Pearson CA History My World Interactive, Pearson Ancient Civilizations, Pearson Medieval & Early Modern Times, History Alive! The US Industrialization, Pearson US History 20th Century, Pearson World History the Modern World, Pearson Magruder's American Government, Pearson Economics Principles in Action	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Sequoia Career Academy operates across three locations: the main campus, which includes an administrative office, library, staff room, and three classrooms; eight classrooms housed on the Redwood Collegiate Academy campus; and additional instructional spaces in the Flower and Home Arts buildings at the Redwood Empire Fairgrounds. Students also utilize the Junior Building at the fairgrounds for lunch and extracurricular activities. The distributed layout of the school allows for close supervision and safe student movement between learning spaces.

Based on the most recent Facility Inspection Tool (FIT) review, Sequoia Career Academy's facilities are in good repair, clean, and well-maintained. Classrooms, restrooms, and common areas are cleaned five days per week and monitored daily to ensure they remain safe, functional, and conducive to learning. All buildings meet standards for structural integrity, electrical and mechanical systems, and general cleanliness.

The small size of the SCA campus community further supports strong oversight and rapid response to any facility needs that arise. Ongoing maintenance practices, regular inspections, and close coordination with site partners ensure that all locations provide students with a safe, orderly, and well-kept learning environment.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: September 2025

System Inspected	Rating	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 Facility Rate

Year and month of the most recent FIT report: September 2025

Overall Rating	Exemplary
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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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

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

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	26%	34%	33%	35%	47%	48%
Mathematics (grades 3-8 and 11)	14%	14%	23%	22%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	94	100.00%	0.00%	34.04%
Female	49	49	100.00%	0.00%	40.82%
Male	45	45	100.00%	0.00%	26.67%
American Indian or Alaska Native	11	11	100.00%	0.00%	36.36%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	46	46	100.00%	0.00%	26.09%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	32	32	100.00%	0.00%	43.75%
English Learners	19	19	100.00%	0.00%	10.53%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	66	100.00%	0.00%	27.27%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00%	0.00%	10.34%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	92	97.87%	2.13%	14.13%
Female	49	49	100.00%	0.00%	14.29%
Male	45	43	95.56%	4.44%	13.95%
American Indian or Alaska Native	11	10	--	9.09%	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	46	45	97.83%	2.17%	11.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	32	32	100.00%	0.00%	18.75%
English Learners	19	19	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	64	96.97%	3.03%	12.50%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00%	0.00%	3.45%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	6.78%	19.35%	18.50%	21.10%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	31	54.39%	45.61%	19.35%
Female	29	13	44.83%	55.17%	30.77%
Male	28	18	64.29%	35.71%	11.11%
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	29	14	48.28%	51.72%	7.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	10	55.56%	44.44%	--
English Learners	12	6	50.00%	50.00%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	42	24	57.14%	42.86%	20.83%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

- BUS-107 Customer Service and BUS-134 Human Relations in Business are offered on campus through Mendocino College
- Child Development and Early Childhood Education CTE pathway
- Hospitality CTE pathway

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	51
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.3%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	--	--	--	--	--
7	100%	100%	100%	94%	100%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

The Sequoia Career Academy Board of Directors includes current and former parents, reflecting the school's commitment to strong family engagement. Families receive a monthly school-wide newsletter with updates on events and links to social media for additional information. Parents also have full access to PowerSchool to monitor student grades and attendance in real time, and ParentSquare serves as a primary communication tool for direct messaging with teachers and staff, school updates, and classroom information.

To support family involvement, the school offers three Parent Advisory meetings each year, giving parents the opportunity to meet with the principal and discuss school programs and needs. Showcase events are held twice annually for families to meet teachers and explore student work, and Family Fun Nights provide free, family-friendly activities alongside students and staff.

Parents and students may participate in the School Site Council, and parents are encouraged to chaperone field trips. Families are notified of all engagement opportunities through the school calendar, quarterly event updates, classroom communications, and ParentSquare, ensuring consistent access to school programs and activities.

State Priority: Pupil Engagement

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

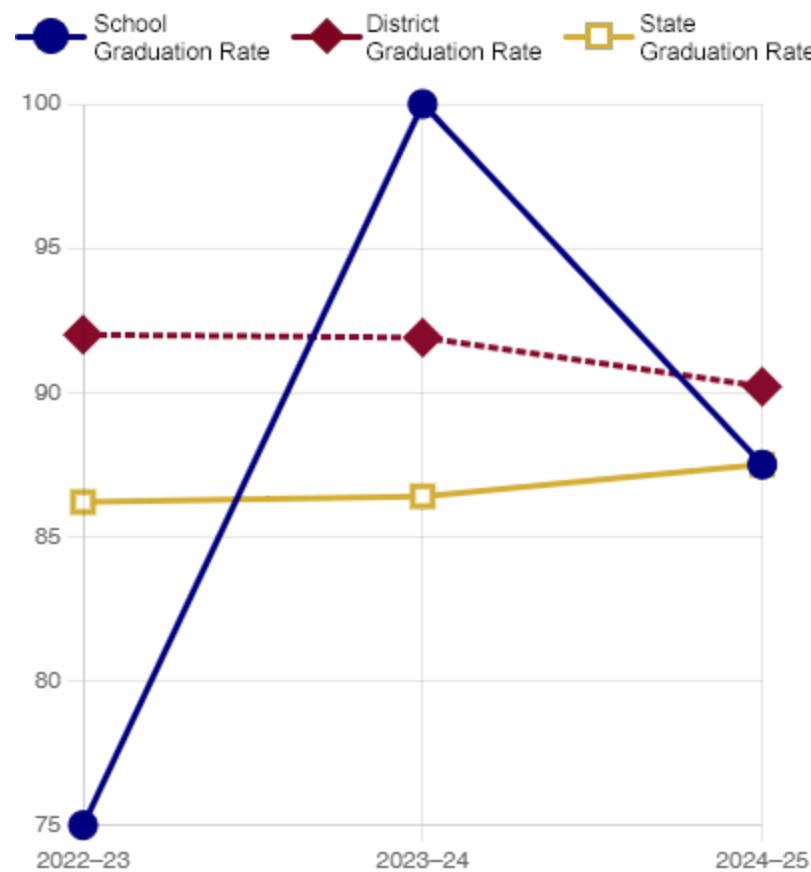
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

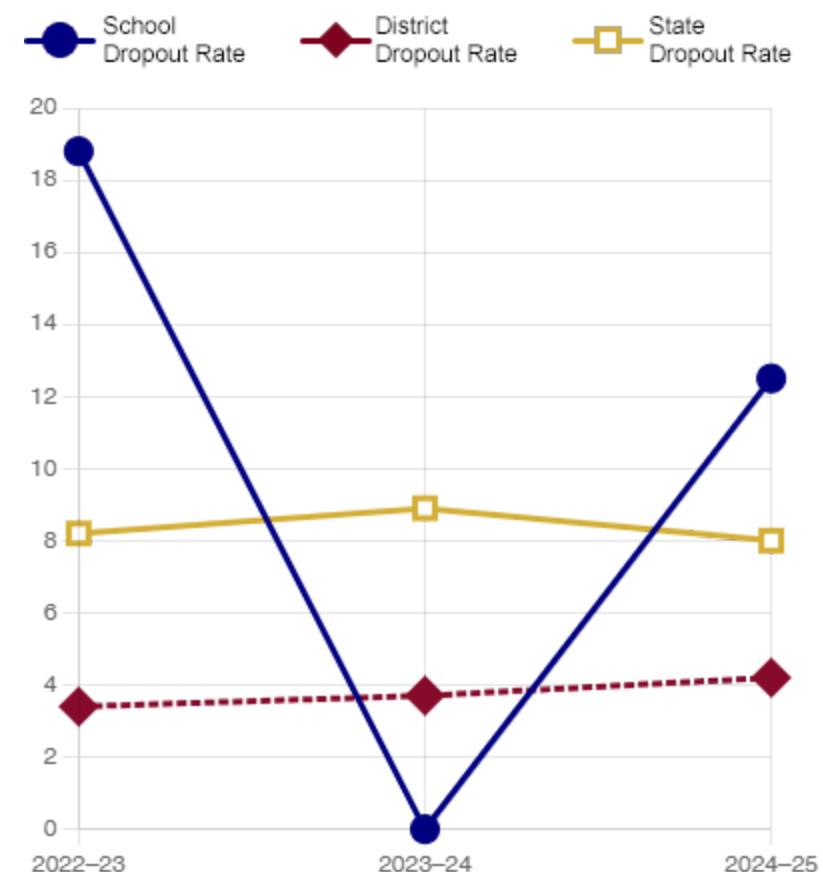
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	75.0%	100.0%	87.5%	92.0%	91.9%	90.2%	86.2%	86.4%	87.5%
Dropout Rate	18.8%	0.0%	12.5%	3.4%	3.7%	4.2%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024-25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	14	87.5%
Female	--	--	--
Male	12	10	83.3%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	16	14	87.5%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	161	152	57	37.5%
Female	75	73	30	41.1%
Male	86	79	27	34.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	17	17	6	35.3%
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	72	27	37.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	59	53	17	32.1%
English Learners	33	33	14	42.4%
Foster Youth	--	--	--	--
Homeless	12	11	3	27.3%
Socioeconomically Disadvantaged	126	119	46	38.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	41	13	31.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	21.12	16.11	16.77	6.10	6.16	5.94	3.60	3.28	2.94
Expulsions	3.73	0.00	1.24	0.29	0.18	0.12	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	16.77%	1.24%
Female	12.00%	1.33%
Male	20.93%	1.16%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	23.53%	5.88%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	10.67%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	22.03%	1.69%
English Learners	6.06%	0.00%
Foster Youth	0.00%	0.00%
Homeless	16.67%	0.00%
Socioeconomically Disadvantaged	16.67%	0.79%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	25.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The Comprehensive School Safety Plan (CSSP) for Sequoia Career Academy is reviewed, updated, and approved each year to ensure the safety and preparedness of all students and staff. The most recent annual review took place on August 5, 2025, during the schoolwide back-to-school meeting, where the full faculty examined updates to the plan and received training on key procedures. The CSSP outlines protocols for emergency evacuation, lockdowns and intruder alerts, communication during emergencies, and processes for reporting safety concerns.

The updated plan was reviewed with the School Site Council on February 5, 2025, providing an opportunity for parent and student input, and was formally approved by the Board of Directors on May 6, 2025. Sequoia Career Academy remains committed to maintaining a safe learning environment through annual reviews, staff training, and ongoing collaboration with families and stakeholders to strengthen schoolwide safety practices.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	7.00	1	0	0
5	12.00	1	0	0
6	24.00	0	1	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4	9.00	1		
5	9.00	1		
6	24.00		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4	9.00	1		
5	9.00	1		
6	23.00		1	
Other**	4.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	13.00	4	0	0
Mathematics	16.00	3	0	0
Science	17.00	2	0	0
Social Science	16.00	3	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	4		
Mathematics	16.00	3		
Science	17.00	2		
Social Science	14.00	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	14.00	7	1	
Mathematics	18.00	4	1	
Science	19.00	3	1	
Social Science	16.00	5	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

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

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17458.61	\$4641.83	\$12816.78	\$75314.67
District	N/A	N/A	--	\$89098.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100065.00
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2024–25)

Meals - All students at Sequoia Career Academy are offered free breakfast and lunch through the schools meal program. Lunches are prepared fresh daily through Willits Charter. In addition to breakfast and lunch the office and classrooms always had snacks for students.

Counseling - Sequoia Career Academy offered onsite counseling services 3 days per week with a licensed counselor and a counseling coach.

After-School Programs - An after-school program for grades 4-6 was offered after school, Monday - Friday, until 5:15 p.m. In the elementary after-school program, students participated in preparing and sharing a snack, tutorial time, followed by time for fun activities. After-school tutorials were offered for grades 7-12 on the Sequoia main campus until 4:45 p.m. on Monday, Tuesday, Thursday, and Friday. In addition to the after-school tutorials, the teaching staff also offered a teacher help hour once a week in their classrooms. Electives were offered by staff or community members to students in grades 7-12 after school, Monday - Friday. Electives included Art, Yearbook, e-Sports, Robotics, and much more. Sequoia Career Academy also sponsored up to 3 students per semester to take one class at the School of Performing Arts and Cultural Education (SPACE) in Ukiah, CA.

Sports - Sequoia Career Academy offered Soccer in grades 9-12, Archery in grades 7-12, and Track and Field for grades 7-12.

Credit/Course Recovery - A credit/course recovery class is built into schedules for students in grades 11 and 12 who need to make up credits to ensure they graduate on time.

College and Career Planning - Sequoia Career Academy provided seniors and their parents with a FAFSA night in collaboration with Mendocino College. During this event, parents and students were walked through the necessary steps to complete the FAFSA. Our Academic Services Coordinator worked with students in small groups and one-on-one to apply for college at Mendocino College and register for classes. Juniors and seniors who were on track to graduate were able to take college classes through Mendocino College at no cost to them. In addition, 2 business courses were taught on campus throughout the year, BUS-107 Customer Service and BUS-134 Human Relations in Business. Students in grade 10 participated in a career exploration course in which they explored various careers in different fields, ranging from culinary, woodworking, gardening, the military and much more. Students in the Career Exploration course built flower boxes for the campus and filled them with plants. Students in grades 11 and 12 were enrolled in My Career Pathways courses that took place Monday - Friday and focused on resume writing, filling out job applications, career exploration, and communication and conflict resolution skills, as well as any student-driven topics to prepare students for their future.

Field Trips - Students in all grades took a number of different field trips, including, but not limited to: cultural shows, exhibits, and events, the Academy of Science, various museums, local career option pathways including MetalFX and Precision Sheet Metal, and tours of Mendocino College.

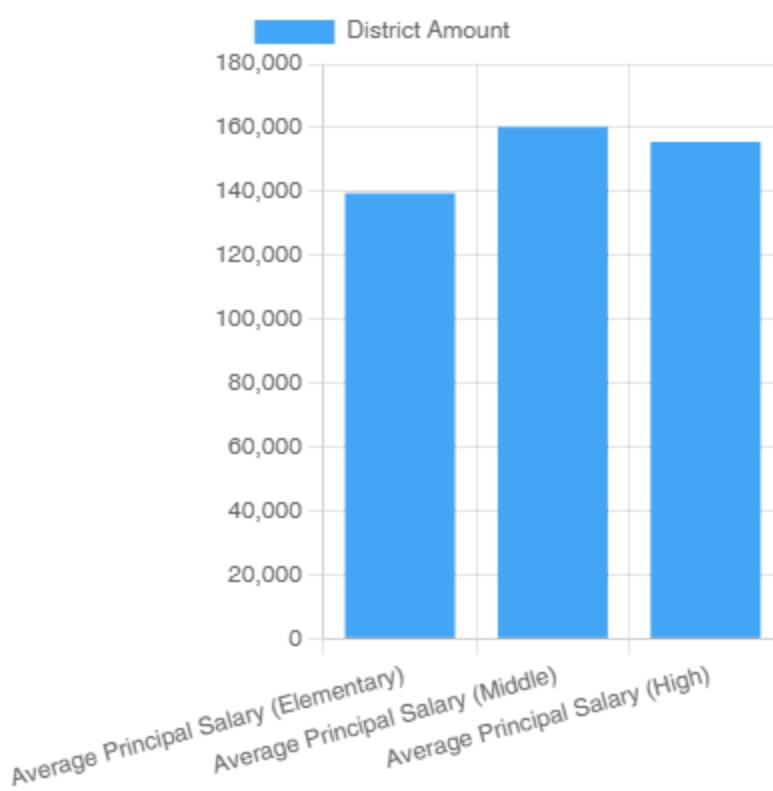
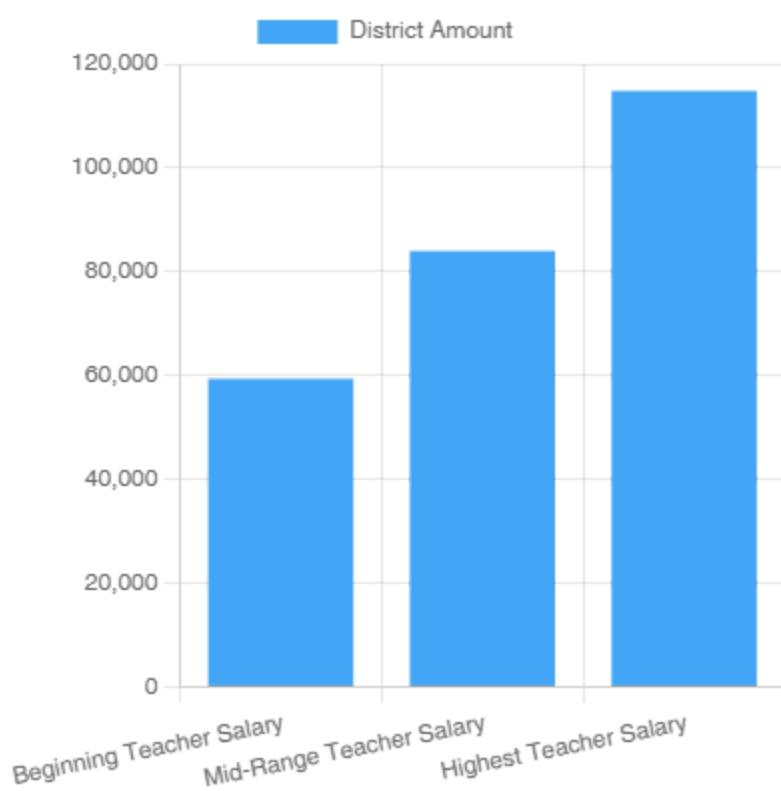
ELD Program - English learners were identified at the beginning of the year based on the previous year's ELPAC scores, and then students were pulled out 3 times per week in small groups where they utilized Read Naturally, Rosetta Stone, and various supplemental resources. In addition to ELD support, students were also provided with additional support on assignments as needed.

Additional Support Services - Sequoia Career Academy recognized a need for hygiene products for homeless youth and provided a variety of hygiene products, including deodorant, toothbrushes, toothpaste, cleansing wipes, and more, to students in need. Hygiene kits and products were made readily available to all students.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59318.00	\$62145.42
Mid-Range Teacher Salary	\$83958.00	\$97088.12
Highest Teacher Salary	\$114807.00	\$120435.72
Average Principal Salary (Elementary)	\$139505.00	\$151342.77
Average Principal Salary (Middle)	\$160272.00	\$159513.87
Average Principal Salary (High)	\$155579.00	\$177260.89
Superintendent Salary	\$249417.00	\$294804.85
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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



Advanced Placement (AP) Courses (School Year 2024–25)**Percent of Students in AP Courses 0 %**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13