

# Sequoia Union High School District

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# SARC

2021-22

School Accountability  
Report Card  
Published in 2022-23

## TIDE Academy

Grades 9-12  
CDS Code 41-69062-0138420

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## Principal's Message

TIDE Academy, in the Sequoia Union High School District, opened in August 2019 as a small public high school serving grades 9-12. TIDE Academy offers a science, technology, engineering, art, and math (STEAM) focused program via career technical education pathways and dual enrollment with Foothill College in a small high school community with advisory (Nucleus) support. TIDE has students in grades 9-12 (10th added in 2020-21, 11th added in 2021-22, and 12th added in 2022-23). The inaugural class will be the first 12th grade class in 2022-23. Students come to TIDE from the district's entire attendance area. Sixty percent of the students attending TIDE live in the Menlo Park and East Palo Alto communities, where the school is located.

Students have opportunities to take dual enrolled community college classes to prepare for postsecondary success and earn college credits. Students have the option to choose a Career Technical Education (CTE) pathway in Computer Science or Business Marketing starting their sophomore year. We have launched a mentorship program for juniors and are developing an array of internship options for seniors. Each student will also participate in work-based learning experiences in varied STEAM industry sectors while developing their interpersonal skills in Nucleus (Advisory).

AT TIDE, all students take an Advisory period, which is referred to as Nucleus. During the Spring of 2021, TIDE staff reimagined Nucleus based on student needs. Subsequently, staff categorized Nucleus into four main categories: 1. Social and Emotional Learning, 2. Leadership Development, 3. Academic Supports and 4. College and Career. In addition, students will spend time in flex where they are able to select teachers and classes where they need more support or help.

TIDE has built a robust after school environment with extracurricular activities. These extracurricular activities are student driven and based on their interests. TIDE offers a teacher lead homework center for students that would like support and/or a safe place to complete homework. TIDE also offers after school extracurricular activities including robotics, coding, Ballet Folklórico, drama, yearbook and choir. There are 21 clubs offered at TIDE that students can join. There is a late bus for students to stay at TIDE and participate in extracurricular activities.

Given TIDE is a relatively new school, which opened right before the pandemic, and then closed physically for distance learning. For much of 2021-22, we were in a restart phase and will have our first full cohort graduating in 2023. In fall 2021, a Western Association of Schools and Colleges (WASC) director visited with junior students and our college advisor to approve our substantive change for adding a grade level. She commented, "Great things are happening at your school and sounds like you are all learning a lot and together!" In fall 2022, we had a substantive change visit for our 12th grade class and were ratified as a complete school. The visiting chair stated, "Students were actively engaged in critical thinking, connecting content to current events, annotating, researching, transferring prior knowledge from other classes, and collaborating with their peers. Students stated they enjoy the small setting, dual enrollment opportunities, and activities that value student voice. ASB Leadership showed all the fantastic activities designed to celebrate the senior class and promote school culture. Teachers spoke proudly of their school and their students. With the goal of proficiency in concepts and skills, they focus on making relevant connections to current events and society. Their cross collaboration with other departments continues to make curriculum meaningful for their students. Families appreciated the communication from administration and teachers, the structure and rigor of the school."

TIDE has launched recruitment efforts to enroll a class of 100 incoming ninth grade students. We have held two parent information nights (one in person and one virtual) and offered tours and shadowing opportunities for prospective students. In addition, we participate in tabling events at middle schools and attend community high information nights.

In 2021-22, TIDE earned the American Institute of Architects National Award for Educational Facility Design and the CASH Award of Excellence in the New Built Category: <https://www.aia.org/showcases/6498383-tide-academy->

TIDE offers a unique opportunity for our district students with a small school environment, social emotional learning, cross curricular opportunities and a variety of courses that prepare them to be college and career ready.

## School Mission Statement

TIDE Academy is a small public high school offering a STEAM focused program via career technical education pathways and dual enrollment with Foothill College.

### Mission statements:

TIDE staff will provide opportunities for students to pursue their interests through a variety of subject areas in dual-enrolled college courses and Career Technical Education (CTE) pathways to be college and career ready.

TIDE staff will provide opportunities for students to develop the confidence to express their voice and identity to discover and advocate for socially just solutions.

TIDE staff will provide opportunities for demonstrations of authentic learning through cross curricular projects and real-world connections.

## School Vision Statement

As a small, diverse public high school, we inspire students to develop academically and socially in a safe, collaborative learning environment that prepares them for college and career pathways.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

The mission of the Sequoia Union High School District is to engage and prepare all students to excel in a global society.

The Sequoia Union High School District annually serves more than 8,900 9-12 grade students through its four distinguished comprehensive high schools (Carlmont, Menlo-Atherton, Sequoia, and Woodside), small comprehensive high school (TIDE Academy), dependent charter school (East Palo Alto Academy), continuation high school (Redwood), Middle College (in collaboration with Cañada College) and other specialized programs and services. The district is also the sponsoring agency for two independent charter high schools (Summit and Everest). The district's Adult School based in Redwood City serves 2,000 students annually.

As part of the district's vision of engaging and preparing all students to excel in a global society, the district offers a rigorous college-prep curriculum and support to all students who aspire to higher education, including students "in the middle" and first-generation college students.

## Board of Trustees

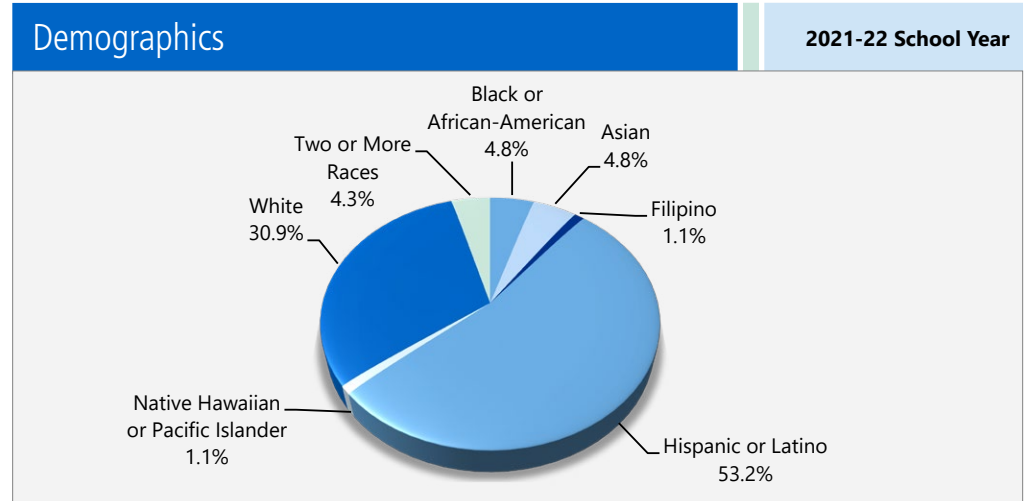
- Chris Thomsen
- Shawneece Stevenson
- Rich Ginn
- Carrie DuBois
- Alan Sarver

## Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	35.60%
Male	64.40%
Non-Binary	0.00%
English learners	13.80%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	33.50%
Students with Disabilities	21.30%

## Enrollment by Student Group

The total enrollment at the school was 188 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

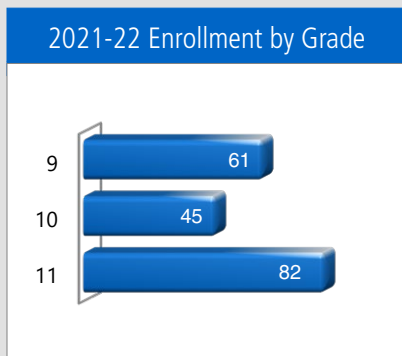


## Class Size Distribution

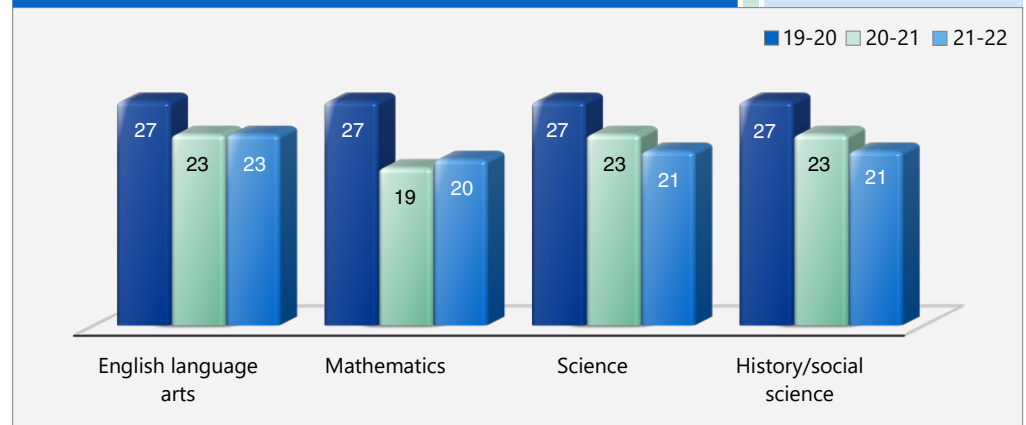
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.



## Average Class Size



## Number of Classrooms by Size

Subject	Three-Year Data								
	2019-20			2020-21			2021-22		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		1		3	5		3	5	
Mathematics		2		6	3		5	3	
Science		1		4	4		5	3	
History/social science		1		3	5		4	4	







### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	TIDE Academy		Sequoia Union HSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
<b>Suspension rates</b>	0.7%	6.2%	0.0%	3.9%	0.2%	3.4%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year	
	TIDE Academy		Sequoia Union HSD		California
	19-20		19-20		19-20
<b>Suspension rates</b>	8.7%		3.8%		2.5%
<b>Expulsion rates</b>	0.0%		0.0%		0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year	
Student Group	Suspensions Rate	Expulsions Rate		
All Students	6.2%	0.0%		
Female	4.4%	0.0%		
Male	7.2%	0.0%		
Non-Binary	0.0%	0.0%		
American Indian or Alaska Native	0.0%	0.0%		
Asian	0.0%	0.0%		
Black or African American	0.0%	0.0%		
Filipino	0.0%	0.0%		
Hispanic or Latino	6.7%	0.0%		
Native Hawaiian or Pacific Islander	0.0%	0.0%		
Two or More Races	0.0%	0.0%		
White	1.7%	0.0%		
English Learners	14.3%	0.0%		
Foster Youth	0.0%	0.0%		
Homeless	0.0%	0.0%		
Socioeconomically Disadvantaged	6.8%	0.0%		
Students Receiving Migrant Education Services	0.0%	0.0%		
Students with Disabilities	10.6%	0.0%		

### Professional Development

For the 2020-21 academic year, the district frontloaded five days of professional development to provide teachers with the opportunity to prepare for distance learning. During the week, the mornings were spent in district-lead professional development sessions via Zoom and the afternoons were site-led. TIDE focused on race and equity led by a district-provided consultant. Teachers also had a range of options for professional development on asynchronous Wednesdays.

For 2021-22, TIDE will adopt a schoolwide restorative philosophy and engage in equity work relative to the SUHSD diversity and equity council and to the school goals. As a result, we have launched a strong professional development series including all staff training in restorative practices. A group of seven staff then participated in the trainer of trainers restorative circle training and led a staff circle. All staff also completed Braving Trust and Bias training led by Tovi Scruggs-Hussein and several staff completed the three-part series Culturally Responsive Trauma Informed Practices. The principal and vice principal led a staff workshop on how we would like to see the work unfold at TIDE and ultimately impact what happens in the classroom. All teachers will participate in Equity Based Grading professional development.

Time for professional development sessions occur during 70 minute staff meetings on Tuesday afternoons, site professional development days in August and January and minimum days in November and March. All teachers have access to the SUHSD professional development opportunities and given that most of our teachers are clearing their credentials, they also participate in the Teacher Induction Program.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	5
2021-22	3
2022-23	7



## Student Learner Outcomes

TIDE students will demonstrate thoughtfulness, integrity, determination, and empathy (TIDE) and identify their strengths, recognizing their areas for growth to make progress.



## Parental Involvement

Parent involvement is key to TIDE's success. The TIDE Education Foundation has established 501(C) 3 status and is actively reaching out to fundraise for the school and establish the TIDE Community Organization. Parent leaders volunteer for committees to support staff, students, recruitment efforts, events, and school initiatives. The TIDE Community Organization and principal sponsor TIDE community meetings quarterly to keep parents and community members informed. A yearly community engagement event is scheduled to get parent and community member input on school goals. The principal and vice principal communicate with parents weekly via school messenger. The TIDE Community Organization publishes a quarterly newsletter with submissions from TIDE staff and administration. In the fall and spring semesters, all parents are invited to complete the Panorama survey to give us feedback.

Site Council was established at TIDE in 2019 and meets quarterly. Site Council has been revised for 2021-22 to include six parent/student (community) members and six staff. Meetings are scheduled monthly. TIDE has also established our English Learner Advisory Committee (ELAC) and we are working on getting parents involved in leadership roles to represent us at the District English Learner Advisory Committee (DELAC) level.

The SUHSD has a robust parent education series and events are advertised to parents regularly.

For more information on how to become involved, please contact the following representatives:

- ELAC: Dalia Amezcua, damezcua@seq.org
- Site Council: Karen Cortez kcortez@seq.org

General school questions should be directed to Rocio Chavez, rchavez@seq.org, Simone Kennel srkennel@seq.org, Tina Smith, tsmith@seq.org.

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021-22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

2021-22 School Year

#### Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
9	98%	98%	98%	98%	98%

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	194	192	52	27.10%
Female	69	69	21	30.40%
Male	125	123	31	25.20%
American Indian or Alaska Native	0	0	0	0.00%
Asian	10	10	1	10.00%
Black or African American	9	9	4	44.40%
Filipino	2	2	1	50.00%
Hispanic or Latino	104	103	36	35.00%
Native Hawaiian or Pacific Islander	2	2	1	50.00%
Two or More Races	7	7	0	0.00%
White	60	59	9	15.30%
English Learners	28	28	12	42.90%
Foster Youth	0	0	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	74	74	30	40.50%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	47	46	19	41.30%



## SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

## Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	TIDE Academy		Sequoia Union HSD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	58.97%	▲	47.88%	28.50%	29.47%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	TIDE Academy		Sequoia Union HSD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	68%	*	66%	*	47%
Mathematics	*	41%	*	45%	*	33%

▲ This school and district did not test students using the CAASPP for Science.

\* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

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

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



## CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.

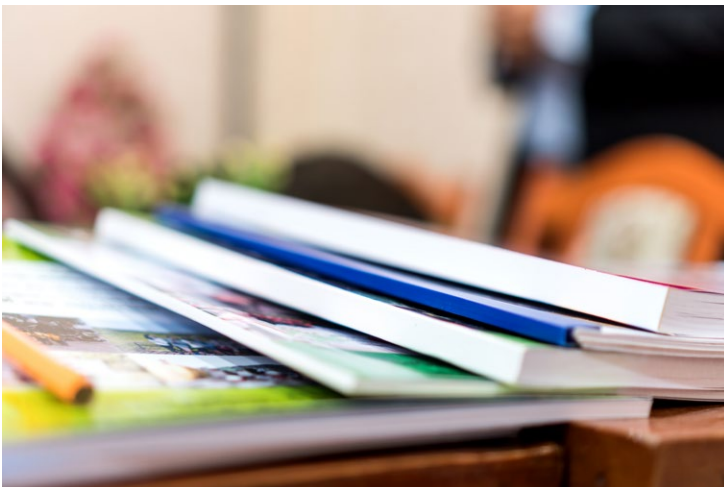
## CAASPP Test Results by Student Group: Science (high school)

## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	79	79	100.00%	0.00%	58.97%
Female	24	24	100.00%	0.00%	45.83%
Male	55	55	100.00%	0.00%	64.81%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	0.00%	42.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	20	20	100.00%	0.00%	95.00%
English Learners	12	12	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	0.00%	36.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	13.33%

❖ 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.



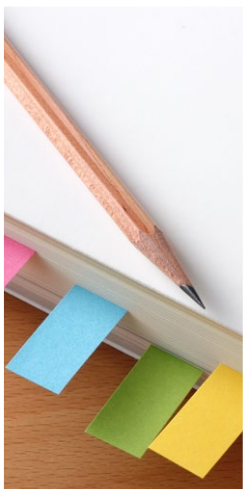




### CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	79	79	100.00%	0.00%	68.35%
Female	24	24	100.00%	0.00%	70.83%
Male	55	55	100.00%	0.00%	67.27%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	0.00%	51.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	20	20	100.00%	0.00%	100.00%
English Learners	12	12	100.00%	0.00%	8.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	0.00%	48.39%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	20.00%

❖ 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 by Student Group: Mathematics (grade 11)

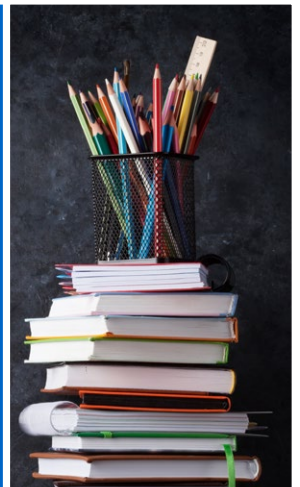
## Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	79	79	100.00%	0.00%	40.51%
Female	24	24	100.00%	0.00%	37.50%
Male	55	55	100.00%	0.00%	41.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	0.00%	25.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	20	20	100.00%	0.00%	55.00%
English Learners	12	12	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	31	31	100.00%	0.00%	12.90%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	6.67%

❖ 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.





## Career Technical Education Programs

TIDE offers two different Career Technical Pathways: Computer Programming/Science and Graphic and Interactive Design. To determine which pathway is best for students, freshmen participate in a CTE Symposium in February. During the CTE Symposium, a guest speaker kicks off with an inspirational speech, followed by two industry panels, one for each pathway, and a round table option where students are able to ask questions in a small group setting.

Both CTE pathways are dual enrolled through Foothill College. This means that students earn both high school high quality CTE class credit as well as earn college units that are transferable.

Students are matched with a mentor during their junior year. The mentor-student match is made based on student career interests. The mentors meet with students monthly throughout the year and culminate in a mock interview event with an end-of-year celebration in April/May.

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	2021-22 Participation
	TIDE Academy
<b>Number of pupils participating in CTE</b>	244
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	✘
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	100%

## Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	19-20	20-21	21-22	19-20	20-21	21-22
<b>Sequoia Union HSD</b>	87.60%	87.80%	90.40%	9.60%	5.00%	4.60%
<b>California</b>	84.20%	83.60%	87.00%	8.90%	9.40%	7.80%

## California School Dashboard

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

✘ Not applicable. The first graduating class of TIDE Academy will be the class of 2022-23.

## About the School

Since TIDE Academy opened in 2019, and prior to opening, staff engaged in two planning years. The leadership of the school has changed almost yearly. In 2021-22, we focused on refining the future mission and vision, recovery from distance learning, building our small school community, reimagining the Nucleus/Advisory class, and evaluating access and processes of dual-enrolled courses. Our goal is to increase student engagement with innovative career technical education pathways and a well-rounded, comprehensive instructional program. As such, through our self-study process, with stakeholder input, have redefined our school vision, mission, and student learner outcomes.

## Advanced Placement Courses

No information is available for TIDE Academy regarding Advanced Placement (AP) courses offered.

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

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

### UC/CSU Admission

#### TIDE Academy

#### 2020-21 and 2021-22 School Years

<b>Percentage of students enrolled in courses required for UC/CSU admission in 2021-22</b>	100.00%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21</b>	✘

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2022-23 School Year	
Data collection date	9/21/2022

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 21, 2022. All students in the district have the textbooks and instructional materials needed for their classes. All textbooks were chosen using the state and local governing board approved lists. As such, the textbook content fits with the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2022-23 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>The Absolutely True Diary of a Part-Time Indian</i> , Little Brown and Company	2018
Reading/language arts	<i>I Know Why the Caged Bird Sings</i> , Ballantine Books	2018
Reading/language arts	<i>Of Mice and Men</i> , Penguin Books	2018
Reading/language arts	<i>The 57 Bus</i> , Farrar Straus Giroux Books for Young Readers	2018
Reading/language arts	<i>Feed</i> , Candlewick Press	2018
Reading/language arts	<i>Kindred</i> , Olivia Butler	2019
Reading/language arts	<i>A Raisin in the Sun</i> , Lorraine Hansberry	2019
Reading/language arts	<i>Enrique's Journey</i> , Sonia Nazario	2019
Reading/language arts	<i>Animal Farm</i> , George Orwell	2021
Reading/language arts	<i>China Boy</i> , Gus Lee	2021
Reading/language arts	<i>Fahrenheit 451</i> , Ray Bradbury	2021
Reading/language arts	<i>Heart of Darkness</i> , Joseph Conrad	2021
Reading/language arts	<i>Night</i> , Elie Wiesel	2021
Reading/language arts	<i>The Tempest</i> , William Shakespeare	2021
Reading/language arts	<i>There There</i> , Tommy Orange	2021
Reading/language arts	<i>Things Fall Apart</i> , Chinua Achebe	2021
Mathematics	<i>Illustrative Math</i> , Kendall Hunt Publishing	2018
Mathematics	<i>Algebra 1</i> , Kendall Hunt Publishing	2018
Mathematics	<i>Algebra 1: Support</i> , Kendall Hunt Publishing	2018
Mathematics	<i>Geometry</i> , Kendall Hunt Publishing	2018
Mathematics	<i>Algebra 2</i> , Kendall Hunt Publishing	2018
Mathematics	<i>Precalculus</i> , Stewart, Redlin, Watson	2019
Mathematics	<i>Calculus Vol 1 and Vol 2</i> , First Edition; OpenStax	2022
Science	<i>Conceptual Physics</i> , 12th Edition; Pearson	2018
Science	<i>Physics Principles with Applications</i> , 7th Edition; Giancoli	2022
History/social science	<i>Modern World History</i> , Houghton Mifflin Harcourt	2018
History/social science	<i>A People's History of the United States</i> , Howard Zin	2019
History/social science	<i>A Young People's History of the United States</i> , Howard Zin	2019
World Languages	<i>Descubre 1-3</i>	2021





### School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Good	
<b>Date of the most recent school site inspection</b>	10/28/2022	

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Safety</b>	First floor window broken. Removed broken glass and secured area. Replacement glass ordered.	November 2022

### School Safety

TIDE reviews the comprehensive school safety plan each year, which involves an update each year. Updated emergency binders contain a comprehensive school safety plan for various drills that include secure campus, shelter in place, lockdown, earthquake and evacuation following San Mateo County’s Big 5 protocols. Six drills are scheduled throughout the year. Laminated evacuation routes are posted in every classroom and common area on campus. Staff received training on the Big 5 protocols and the evacuation routes during an all-staff meeting in early Fall semester when all staff return to back to school. Classroom emergency packs are replenished annually and include a first aid kit and a safety binder. Campus supervisors keep campus safety at the forefront by constant check-ins with administration and staff.

Visitors sign in at the administration office to obtain a visitor pass, a temporary identification in order to proceed onto campus. In addition, TIDE participates in the Safe Routes to School collaboration. TIDE Academy provides a safe, well monitored environment to support teaching and learning. We informed all students of the behavior policy through class assemblies at the beginning of the school year and a follow up with small group discussions in Nucleus (Advisory). The behavior policy is on the school website and in the school handbook. TIDE dress guidelines provide students with acceptable attire for wearing on campus and at all school-related functions. Two campus aides and two administrators monitor the campus through the day. TIDE is a closed campus, and surveillance cameras assist in daily monitoring of the campus.

When we returned to school in person, we clearly communicated the district’s return to in-person learning plan, outlining all COVID-19 protocols. Many of the protocols are still active today, with minor changes to accommodate the updated COVID-19 county guidelines. COVID-19 testing is available at TIDE the first Wednesday of the month, but is accessible at district sites every weekday for all staff, students and families.

The school safety plan was last reviewed, updated and discussed with the school faculty and School Site Council in December 2022.

### School Facilities

TIDE opened its doors in August 2019. The facility was funded by Bond Measure A and was built from the ground up.

There are eight classrooms, two digital labs, three science labs, an innovation lab, huddle space, a research lounge, a performing arts/game room, and a state-of-the-art cafeteria and multi-purpose room. In addition, there are inside and outside huddle spaces as well as two think tanks. At this time, we do not have a gymnasium or athletic facilities, however, PE classes utilize the Bay Trail near TIDE Academy and engage in an active curriculum using the spaces available on campus. The majority of teachers share classrooms.

TIDE Academy has entered into a multi-school agreement with Menlo Atherton High School for athletics. All TIDE students may try out and play for Menlo Atherton teams. There is an after school bus to transport TIDE students to Menlo Atherton High School so they may participate in athletics.

The school is cleaned on a daily basis with one full-time and one part-time custodian, with oversight from the district lead plant manager. Office spaces are designated for use by nurse/health aide, two school counselors, one school psychologist, one mental health support specialist, senior school secretary, vice principal and principal. The remaining offices are designated as collaboration, meeting and support provider spaces. A school secretary and Guidance Information Specialist are based in the first and second floor reception areas to greet families, students and address staff needs.

Currently there are two campus aides who monitor the campus before, during and after school. In addition, cameras have been installed to monitor the grounds and provide additional means to supervise the campus facilities.

The parking lot has 56 parking spaces. Ten of these spaces are designated for student parking with preference given to seniors. This also includes five visitor spots and three accessible parking.

As noted above, the TIDE facility received both American Institute of Architects (AIA) and Coalition for Adequate School Housing (CASH) awards for facility design.



## Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.1	72.8%	469.9	81.8%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	1.0	7.1%	4.7	0.8%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2.0	14.3%	20.1	3.5%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.2	1.4%	16.3	2.8%	12,115.8	4.4%
<b>Unknown</b>	0.6	4.3%	63.3	11.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	13.9	100.0%	574.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.8	74.2%	481.3	81.1%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	6.7	1.1%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	14.4	2.4%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.2	6.5%	14.3	2.4%	11,953.1	4.3%
<b>Unknown</b>	3.6	19.3%	76.4	12.9%	15,831.9	5.7%
<b>Total Teaching Positions</b>	18.6	100.0%	593.2	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfash201.asp>.

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





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
<b>Authorization/Assignment</b>		
<b>Permits and Waivers</b>	0.0	0.0
<b>Misassignments</b>	2.0	0.0
<b>Vacant Positions</b>	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	2.0	0.0

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	1.0
<b>Local Assignment Options</b>	0.2	0.2
<b>Total Out-of-Field Teachers</b>	0.2	1.2

### Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

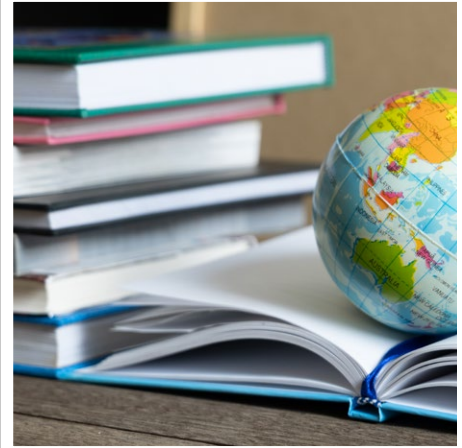
Class Assignments	Two-Year Data	
	2020-21	2021-22
<b>Indicator</b>		
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	11.4%	0.0%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0.0%	0.0%

### Public 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
<b>Pupils to Academic counselors</b>	123:1
<b>Support Staff</b>	FTE
<b>Counselor (academic, social/behavioral or career development)</b>	2.0
<b>Library media teacher (librarian)</b>	0.0
<b>Library media services staff (paraprofessional)</b>	0.0
<b>Psychologist</b>	1.0
<b>Social worker</b>	0.4
<b>Nurse</b>	0.2
<b>Speech/language/hearing specialist</b>	0.2
<b>Resource specialist (nonteaching)</b>	3.0

## Types of Services Funded

Title I funds support a bilingual parent coordinator and paraprofessional for summer school.



## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2020-21 Fiscal Year	
<b>Total expenditures per pupil</b>	\$20,409
<b>Expenditures per pupil from restricted sources</b>	\$1,464
<b>Expenditures per pupil from unrestricted sources</b>	\$18,946
<b>Annual average teacher salary</b>	\$68,672

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2020-21 Fiscal Year	
	Sequoia Union HSD	Similar Sized District
<b>Beginning teacher salary</b>	\$70,979	\$55,947
<b>Midrange teacher salary</b>	\$108,151	\$90,080
<b>Highest teacher salary</b>	\$131,387	\$117,121
<b>Average high school principal salary</b>	\$205,878	\$164,633
<b>Superintendent salary</b>	\$250,000	\$261,984
<b>Teacher salaries: percentage of budget</b>	30%	31%
<b>Administrative salaries: percentage of budget</b>	5%	5%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>TIDE Academy</b>	\$18,946	\$68,672
<b>Sequoia Union HSD</b>	\$16,559	\$108,385
<b>California</b>	\$6,594	\$94,126
<b>School and district: percentage difference</b>	+14.4%	-36.6%
<b>School and California: percentage difference</b>	+187.3%	-27.0%

## School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2023.