

SARC

2019-20

School Accountability
Report Card

Published in 2020-21



Menlo-Atherton High School

Grades 9-12
CDS Code 41-69062-4133716

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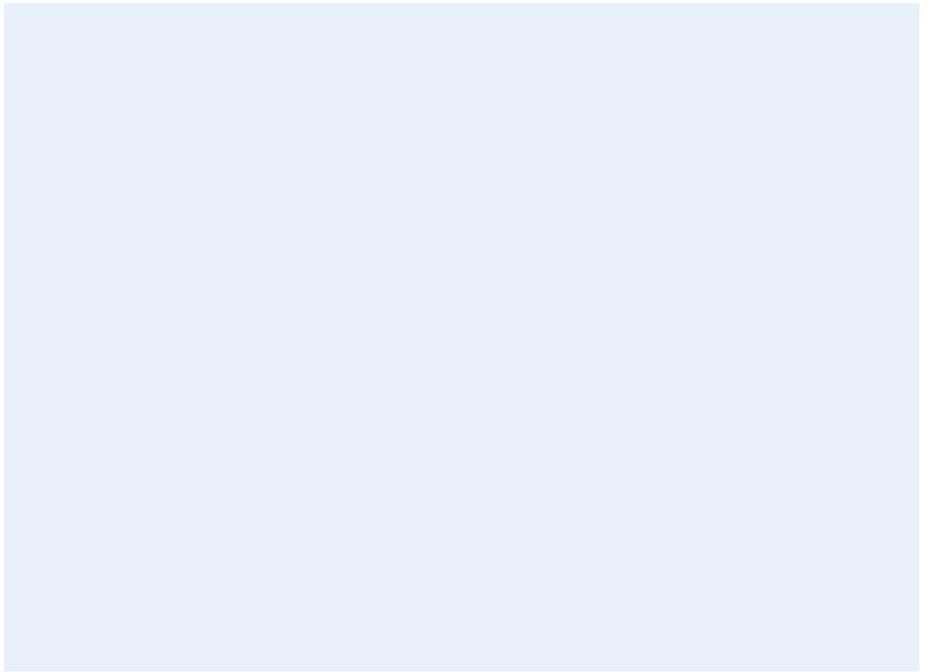
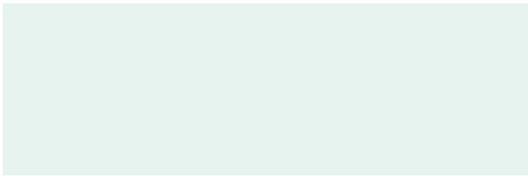
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Sequoia Union High School District

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Principal's Message

Anyone who is involved with Menlo-Atherton (M-A) High School—as a student, parent, staff or community member—knows that we have an extraordinarily active and effective school. With a racially and socioeconomically diverse student body of 2,300, we have a special mission to create a school community bringing students together so they share a common appreciation of the value of education, the rights of others and their own potential, exemplifying PRIDE.

Menlo-Atherton is known for the outstanding academic achievement of its students. Our performance in the Advanced Placement program, the SATs, and college admissions is at the highest levels. In 2020, we saw gains in the number of students that were college eligible; the most we've seen in 10 years. We also have our challenges—to make sure all students have access to academic rigor with the support needed to get there in an effort to close the achievement gap. We provide an array of support, including academic tutoring, a writing center, social and emotional counseling, and mentoring opportunities accessible to all students.

We offer a comprehensive college prep curriculum including a range of visual performing arts electives and career technical education pathways. Our elective programs and extracurricular activities win numerous recognitions and awards. For example, our digital filmmaking students have won Oculus 360 challenge awards and our online newspaper, MChronicle.com, and magazine, The Mark, have won Pacemaker awards. In addition, our debate team ranks in top spots nationally for parliamentary debate, and our award-winning orchestra program has recently been played in Carnegie Hall.

Similarly, our Athletic program which serves over 1,000 students is one of the best in the Bay Area, earning the Peninsula Athletic Leagues' Commissioner's Cup the last 12 out of 13 years. Several of our teams, including girls' volleyball and girl's wrestling, have made it to state championships with a girl's wrestling state title in 2019. In 2017, our football team won the NorCal Championship and made it to the state championship, and in 2018 they won the Division IIIA State Championship title; a first in school history.

Menlo-Atherton enjoys a very high degree of parental and community support. We benefit from the contributions of an active PTA and athletic boosters organization. Our Foundation for the Future raises approximately \$2.3 million dollars each year to support reduced class sizes, essential academic, counseling and support programs. In addition, M-A benefits from an effective and expansive student leadership program which has been honored with the Second Harvest Food Bank Blue Diamond Award for our annual canned food drive. We have more than 80 student-created clubs, including service clubs, and connections to many community-based organizations. We are proud of our school climate in which we strive to create a sense of belonging for every student.

I am proud of M-A's unique community of students, staff and families. Come visit us!

Simone Rick-Kennel, Principal

School Mission Statement

Menlo-Atherton High School is committed to fostering academically prepared and socially responsible students.

School Vision Statement

- Our students will be academically prepared as effective communicators and critical thinkers.
- Our students will also be independent and socially responsible individuals.
- Our staff will challenge students by setting high academic standards, helping all students meet those standards, creating equity for all to access the curriculum, and ensuring a safe and positive learning environment.
- Our students' families will help create a community of support by being actively involved in students' progress and the Menlo-Atherton community.

Menlo-Atherton Core Values: PRIDE

Patience: Have patience facing the trials and errors along the way- yours and others. It takes time to grow.

Respect: Show respect. It is a reflection of your strength and the way you feel about yourself

Integrity: Do the right thing. Believe in what you say and do. Hold on to your standards.

Determination: Meet your challenges head on. The responsibility for your success and failure lies within you.

Empathy: Look beyond your own reality and try to understand the way others see the world.



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), 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

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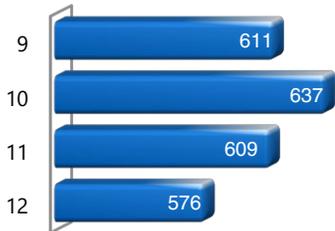
Carrie DuBois

Alan Sarver

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2019-20 school year.

2019-20 Enrollment by Grade

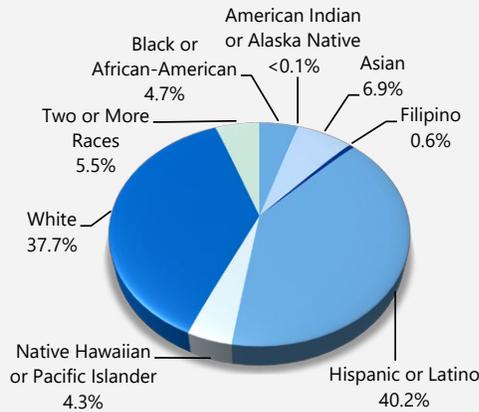


Enrollment by Student Group

The total enrollment at the school was 2,433 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2019-20 School Year



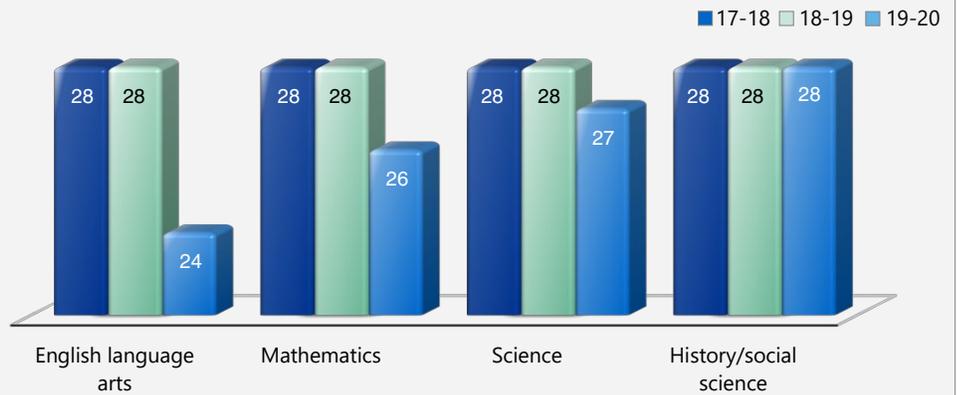
Socioeconomically disadvantaged	40.40%
English learners	17.30%
Students with disabilities	10.90%
Foster youth	0.20%
Homeless	0.20%

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Subject	2017-18			2018-19			2019-20		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	19	83		24	74		16	74	
Mathematics	25	56	14	23	53	17	17	53	12
Science	13	54	9	3	68	2	10	66	6
History/social science	7	51	18	9	60	9	8	58	14

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.





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

The new California Science Test (CAST) was first administered operationally during the 2018–19 school year. The table below shows the percentage of students meeting or exceeding the state standards.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Menlo-Atherton HS		Sequoia Union HSD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	38%	◇	36%	◇	30%	◇

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Menlo-Atherton HS		Sequoia Union HSD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	74%	◇	68%	◇	51%	◇
Mathematics	55%	◇	49%	◇	40%	◇

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. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

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 meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2019-20 School Year
Percentage of Students Meeting Fitness Standards		Menlo-Atherton HS
		Grade 9
Four of six standards		◇
Five of six standards		◇
Six of six standards		◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

California Assessment of Student Performance and Progress (CAASPP)

For the 2019–20 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11 and science in grades 5, 8 and high school. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



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.

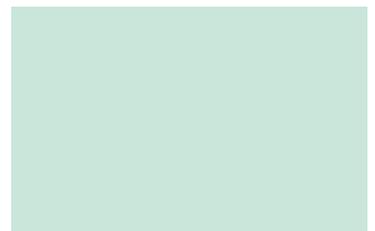
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.

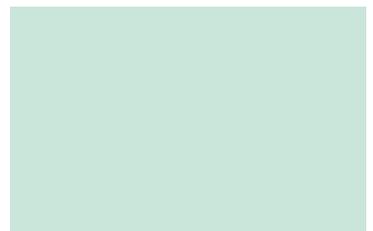




CAASPP Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

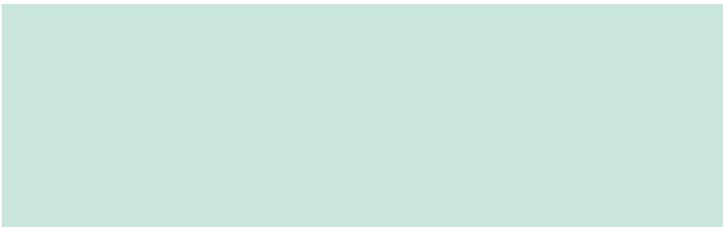
◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.



CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2019-20 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	◇	◇	◇	◇	◇
Male	◇	◇	◇	◇	◇
Female	◇	◇	◇	◇	◇
Black or African-American	◇	◇	◇	◇	◇
American Indian or Alaska Native	◇	◇	◇	◇	◇
Asian	◇	◇	◇	◇	◇
Filipino	◇	◇	◇	◇	◇
Hispanic or Latino	◇	◇	◇	◇	◇
Native Hawaiian or Pacific Islander	◇	◇	◇	◇	◇
White	◇	◇	◇	◇	◇
Two or more races	◇	◇	◇	◇	◇
Socioeconomically disadvantaged	◇	◇	◇	◇	◇
English learners	◇	◇	◇	◇	◇
Students with disabilities	◇	◇	◇	◇	◇
Students receiving Migrant Education services	◇	◇	◇	◇	◇
Foster Youth	◇	◇	◇	◇	◇
Homeless	◇	◇	◇	◇	◇

◇ The 2019-20 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019-20 school year.





Career Technical Education Programs

Menlo-Atherton provides a rich array of career technical courses and programs to interest both college-bound and more vocationally minded students. The district now requires 10 units of career technical education (CTE) credit for graduation, which has resulted in a small renaissance of course offerings and expansion of program offerings.

At present, Menlo-Atherton offers the following CTE approved classes:

- Architectural Design
- Digital 3D Modeling and Animation
- Digital Filmmaking
- Digital Communication and Video Streaming
- Digital Journalism I, II, III
- Food and Nutrition
- Culinary Arts
- Advanced Web Design and Development
- Web Design and Development
- Woods I, II, III
- Computer Science Principles, Computer science A (Java)
- Digital Photo and Design
- Graphic Design and Instruction

There are no courses conducted at the school through the regional occupational center or program.

The following teachers are representatives on the district’s career technical advisory committee and also included are the industries represented:

- John Giamb Bruno: Digital/Media Arts
- Mark Leeper: Engineering, Design, Construction and Building Trades

All of our courses are aligned with CTE state standards, which include academic standards. As a result, we reinforce academic standards, and academic achievement is supported through CTE coursework.

Career preparation and preparation for work are addressed in a number of ways. CTE pathways are developed to allow students to explore various facets of a program in greater depth; develop skills that are directly applicable to the work world; and provide opportunities for students to visit, observe and possibly work in the field before graduating from high school. For example, the Computer Academy program includes a career preparation unit that employs the Naviance program, an online educational tool for students to explore careers. In addition, students in the Computer Academy are partnered with mentors from the professional community to help them become aware of the preparation required for secondary education and career options. For the last four years, Menlo-Atherton has hosted a College and Career Fair for seniors that included panels of professionals from the local business community, and gave students further insight into the world of work. The College and Career Center is a thriving and energetic center of campus.

Students come to look for information not just about universities and financial aid, but also regarding career ideas and work experience. Students and parents use the Center as a link to the real world after high school. Students from special populations have equal access to all these opportunities.

We monitor students enrolled in our CTE courses at the primary level to ensure they complete requirements for high school graduation, and the school has been very successful with this, as evidenced by our graduation rate. In addition, various programs offer specific certifications, which also provide evidence of their effectiveness. For example, students taking courses in Consumer and Family Studies are eligible to receive a Certificate of Completion, a Food Handler Card and college articulation credits. In the near future, students in digital media courses will have the opportunity to earn an Apple Card Certification, and there are other articulation programs with local community colleges that will also help students earn college credit.

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. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	16-17	17-18	18-19	16-17	17-18	18-19
Menlo-Atherton HS	91.70%	90.20%	89.30%	0.90%	4.10%	6.40%
Sequoia Union HSD	88.10%	88.90%	86.00%	4.20%	5.60%	9.90%
California	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

Career Technical Education Participation

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

Career Technical Education Data	
Menlo-Atherton HS	
2019-20 Participation	
Number of pupils participating in a CTE program	450
Percentage of pupils who completed a CTE program and earned a high school diploma	0.00%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0.00%

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses	
2019-20 School Year	
Percentage of total enrollment enrolled in AP courses	37.30%
Number of AP courses offered at the school	64
Number of AP Courses by Subject	
Computer science	8
English	24
Fine and performing arts	4
Foreign language	3
Mathematics	13
Science	6
Social science	6

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior 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 prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates		
Suspension Rates		
	17-18	18-19
Menlo-Atherton HS	5.0%	4.8%
Sequoia Union HSD	10.7%	6.0%
California	3.5%	3.5%
Expulsion Rates		
	17-18	18-19
Menlo-Atherton HS	0.0%	0.0%
Sequoia Union HSD	0.1%	0.0%
California	0.1%	0.1%
Suspension Rates		
	19-20	
Menlo-Atherton HS	2.9%	
Sequoia Union HSD	4.0%	
California	2.5%	
Expulsion Rates		
	19-20	
Menlo-Atherton HS	0.0%	
Sequoia Union HSD	0.0%	
California	0.1%	

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.

UC/CSU Admission	2018-19 and 2019-20 School Years
Menlo-Atherton HS	
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	98.11%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	62.14%

Types of Services Funded

State and federal budgets, district and foundation fund a variety of programs.

English learner (EL) funds support the bilingual resource teacher, EL instructional aides (three), specialized EL counseling services, and parent-education programs and supplies.

Carl D. Perkins grant monies support vocational and career technical programs, including the California Partnership Academy housed on-site.

Title one money is supporting the hiring of paraprofessionals in English Support classes, Algebra classes, EL/Limited English Proficiency (LEP) classes as well as to support our neediness students in the Student aspirations advocate program. Title I money is also supporting parent education classes, collaboration time for teachers teaching LEP and EL classes, and testing fees for students to take SAT, PSAT, and AP exams.

Other site and district funding support the following:

Staff professional development, class size reduction in English, English and math intervention classes, after school tutoring, Writing Center, intervention paraprofessionals (four), a freshman transition program, community liaisons for truancy and mentoring, bilingual parent coordinator, StarVista Counseling Services, college planning, Conflict Mediation Program, Student Study Team and a multitude of youth-development programs.

Professional Development

Several years ago, all staff members were trained in academic language development and the use of Direct Interactive Instruction (DII) teaching strategies. The district has updated this training and now terms it Access to Success (AXS) training, which is provided to all teachers new to the district before they start.

Three years ago, the school district started the process of developing better strategies for working with English language (EL) learners. Our goal is to have all teachers trained in using Constructing Meaning strategies over the course of five years. Roughly 60 teachers have been trained and another 20 teachers are currently working with the E.L. Achieve organization and participating in five days of training throughout the course of the year. The district selected this focus after reviewing achievement data for ELs.

In addition, over the past two years Biology, Chemistry, and Physics teachers have participated in three days of training around how to incorporate more inquiry-based learning and how to implement Next Generation Science Standards in their classrooms. Teachers are now working to rebuild their curriculum and incorporate these NGSS standards.

In 2020-21, M-A will also be focusing on how our own bias impacts equity in the classroom. M-A has hired a consultant, who will be providing whole staff training for several sessions over the course of the school year.

Finally, teachers have the opportunity to refine their own practices or support the learning of new strategies through training offered at the district office in the afternoon. In addition, several district instructional coaches are available to support the implementation of new strategies. M-A also uses an instructional round process in which teachers and administration circulate through classrooms and discuss what they observe through one or two instructional focus lenses. Teachers also participate in two collaboration meetings each month, during which teachers establish a learning objective for their students, brainstorm instructional strategies, implement new lessons, and assess how student learning is impacted.

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	5	5	5



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 16, 2020. 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		2020-21 School Year
Subject	Textbook	Adopted
Mathematics	Algebra 1: Common Core Curriculum, Big Ideas Learning	2017
Mathematics	Discovering Geometry, Kendall Hunt Publishing	2015
Mathematics	Algebra 2: A Common Core Curriculum, Big Ideas Learning	2016
Science	Chemistry, Holt	2007
Science	Biology, Pearson/Prentice Hall	2004
Science	Conceptual Physics, Pearson/Prentice Hall	2006
Science	Introduction to the Human Body: The Essentials of Anatomy and Physiology, John Wiley & Sons	2008
History/social science	Modern World History, Houghton Mifflin Harcourt	2019
History/social science	World History, Culture, and Geography; McGraw Hill	2019
History/social science	United States History, the Twentieth Century; Pearson Education	2019
History/social science	Economics, New Ways of Thinking; EMC Publishing	2019
History/social science	Magruder's American Government, Pearson	2019

Quality of Textbooks

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

Quality of Textbooks		2020-21 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

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	
2020-21 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	
2020-21 School Year	
Data collection date	9/16/2020





School Facilities

Menlo-Atherton High School was built in 1951. Currently, there are 122 classrooms including six portables.

Menlo-Atherton's campus is a beautiful one, and the school is frequently commended for its attractive and student-friendly campus. Due to the passage of a bond measure, noticeable changes have occurred at M-A. Buildings are modernized and equipped with state-of-the-art technology. Specifically, M-A opened a new STEAM building in 2018, which houses CTE classrooms, state-of-the-art physics and science rooms, as well as a Maker Space for staff and students. In 2017, M-A opened a new 21-classroom, two-story building, where each classroom is equipped with Chromebook carts, short-throw projectors, document cameras, and many of the rooms have special collaborative learning spaces built in. Our soccer field was also renovated in 2018 to have turf and lights, and our boys' and girls' locker rooms were also renovated in 2018.

In addition, M-A has remodeled all classrooms, upgraded the Ayer's gym, created a staff resource center, updated kitchen and food serving areas, and a performing arts center opened in October 2009. Several capital repair projects for increased energy efficiency and better sewer systems were also completed in the summer of 2018. Over the course of the 2019-20 school year, M-A has redesigned the library, replacing the flooring and furniture in order to create a more comfortable, adjustable, and modern work space for students.

The physical environment is attractive and well maintained on campus. A crew of 10 full-time custodians cleans the school daily. Two custodians, including the plant manager, are on duty during school hours to maintain campus facilities.

Seven custodians are on duty after school from 3 p.m. to 11 p.m. and are responsible for routine maintenance and school event setup and breakdown. One custodian works Saturdays, completing major cleaning tasks and being available for school events.

Each custodian maintains daily cleaning of classrooms and offices on his or her respective route. School and district maintenance staff respond to cleaning and repair requests delegated by the plant manager.

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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		2020-21 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	12/12/2020	
Date of the most recent completion of the inspection form	12/12/2020	

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		2020-21 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	HVAC systems are being retrofitted to accommodate classes. District plumbers are making sure classes are getting more outside air in the rooms.	Started 11/2/20 Finish 01/31/21
Safety	Fire alarm showing dirty smoke detector in d-24. Outside contractor sound and signal has been notified.	Scheduled to fix 12/16/20

Parental Involvement

Strong parental involvement has long been a hallmark of Menlo-Atherton High School. A variety of parent organizations support an array of programs that benefit students, parents and the larger community. Parent groups coordinate volunteer efforts on campus for many things, including after school tutoring for athletes, tutoring during the school day for students who are recent immigrants, and mentoring programs. Parents fund, organize and volunteer for events such as Challenge Day for all 9th grade students, Grad Night for seniors, a Fashion Show for seniors, and numerous sporting events throughout the year. They coordinate efforts in terms of raising and distributing money so that all students can benefit from the additional resources.

Grade-specific information nights (including those for eighth-grade families) are offered, as well as lectures related to parenting and teens. Our primary parent organizations are the Parent Teacher Association (PTA), M-A Foundation for the Future, Boosters Club and English Learners Advisory Committee (ELAC). Parents are also strongly represented on the Shared Decision Making Site Council (SDMSC), which also functions as the school site council. Parents and guardians are invited and encouraged to come on campus as often as their schedule allows.

A parent liaison position for Latino and Spanish-speaking parents was created in the spring of 2009 to support the integration and success of those parents and families. The parent liaison hosts meetings every Tuesday evening, addressing topics such as student grades, transcripts, and preparation for college and use of our online student information system.

For more information on how to become involved at the school, please contact Karl Losekoot, Instructional Vice Principal at (650) 322-5311 ext. 50112 or klosekoot@seq.org.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Sequoia Union HSD	Menlo-Atherton HS		
Teachers	20-21	18-19	19-20	20-21
With a full credential	538	135	131	139
Without a full credential	0	3	4	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Menlo-Atherton HS		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

School Safety

Menlo-Atherton has a school safety plan that is reviewed annually. It includes a comprehensive disaster plan that is updated yearly. Menlo-Atherton regularly holds intruder, fire and earthquake drills as part of its safety plan. Plans for communication during a disaster are in place.

Menlo-Atherton revised the school safety plan in the spring of 2014 to align with San Mateo County Office of Education's Big Five School Emergency Guidelines. The school safety plan includes a comprehensive disaster and emergency plan and is updated annually. Additionally, the plan includes procedures for response to mental-health and social-emotional crises.

Five campus aides supervise the campus throughout the day, as well as administrators and support staff, especially during non-instructional periods. Menlo-Atherton regularly schedules emergency drills, including two lockdown, barricade, evacuation and earthquake drills. Students have been trained by peers in their third period classes on safety procedures and practice earthquake, lockdown and evacuation drills once each semester.

We installed surveillance cameras for further safety and security throughout the campus. On a daily basis, violence prevention is supported through conflict resolution and other quality counseling and diversion programs.

M-A provides not only a first-rate educational program, but it does so in a safe and nurturing context.

The school safety plan has been reviewed and will continue to be approved in order to implement incident command protocols, roles and processes for staff, for emergency situations. The school safety plan will be reviewed, updated and discussed with the school faculty in December of 2020. The SUHSD school board will review and adopt the comprehensive safety plan in January or 2021.

School Facilities

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Five campus security aides actively monitor the campus in general assigned areas throughout the day in addition to vice principals and other school staff who supervise hallways during passing periods, brunch and lunch. Campus aides also assist directing traffic in the school's main parking lots during drop-off and dismissal times.

Facilities are kept clean and are adequate to serve the current student population. No uniform complaints (Williams case) regarding the cleanliness, adequacy or safety of the facilities were filed in the 2019-20 school year.



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	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	300:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	10.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	2.0
Social worker	1.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

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	
2018-19 Fiscal Year	
Total expenditures per pupil	\$17,672
Expenditures per pupil from restricted sources	\$6,209
Expenditures per pupil from unrestricted sources	\$11,464
Annual average teacher salary	\$98,012



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 2018-19 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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	2018-19 Fiscal Year	
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	\$67,068	\$52,670
Midrange teacher salary	\$102,192	\$89,660
Highest teacher salary	\$124,148	\$112,761
Average high school principal salary	\$189,150	\$158,074
Superintendent salary	\$250,025	\$250,285
Teacher salaries: percentage of budget	30%	32%
Administrative salaries: percentage of budget	4%	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	2018-19 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Menlo-Atherton HS	\$11,464	\$98,012
Sequoia Union HSD	\$5,426	\$104,998
California	\$7,750	\$90,287
School and district: percentage difference	+111.3%	-6.7%
School and California: percentage difference	+47.9%	+8.6%

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 December 2020.