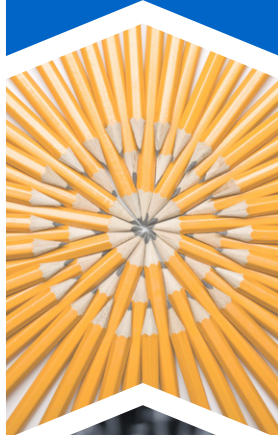
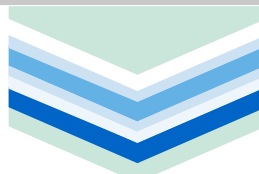


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Menlo-Atherton High School

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www.seq.org

Sequoia Union HSD

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James Lianides, Superintendent • jlbianides@seq.org • Phone: (650) 369-1411





Principal's Message

Anyone who is involved with Menlo-Atherton High School—as a student, parent, staff member or community member—knows that we have an extraordinarily active and effective school. Our students come from a wide variety of backgrounds, and we have a special mission to bring students together so they share a common appreciation of the value of education, the rights of others and their own potential.

Menlo-Atherton (M-A) 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. Newsweek magazine rated Menlo-Atherton one of the top public high schools in the United States. We work to bring additional students into rigorous programs at M-A, and we provide an array number of support, tutoring and mentoring opportunities, many tailored for a specific clientele. The school's Academic Performance Index has grown each year since 2004, reaching 821 in 2012.

M-A has also been recognized as a California Distinguished High School in 2007 and 2013 by the California Department of Education.

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. In addition, M-A benefits from an effective and expansive student leadership program. The Outreach program provides community-service opportunities. These groups work together to design activities that foster personal growth and better relations among all students. Our Foundation for the Future raises \$900,000 each year to support essential academic, counseling and support programs.

School renewal is constantly on the agenda at M-A, mainly through the efforts of our Shared Decision-Making Site Council. This group of 20 teachers, parents, students and staff meets every two weeks to develop priorities and programs. The SDMSC oversees our "Single Plan for Student Achievement."

M-A's commitment to providing a smooth transition into high school, Special Education Co-teaching, Professional Development Program and our Partnership For Success program (offering a range of student support services) were honored with Kent Awards.

For the past 10 years, M-A has undergone a major renovation of facilities and the construction of new ones, including a new pool, 15 new classrooms, improved landscaping, and remodeling of all classrooms and offices. In the fall of 2002, we opened a new library building; and in 2003 we added an eight-lane track and turf field; a new staff center was completed in 2005. A fabulous 493-seat theater, music rehearsal room and student cafe opened in October 2009. A five-classroom Digital Media Arts Facility opened in the fall of 2012. Five new classrooms added to our current F-wing opened in August 2015.

Currently, a 21-classroom building with a large covered eating area is under construction, scheduled for completion in early 2017, and plans are in process for a six-classroom STEM (science, technology, engineering and mathematics) building that will include physics, environmental science and culinary arts classrooms.

I am proud of M-A's quality staff and our wonderful students and families. Come visit us!

Simone Rick-Kennel

Principal

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 Arena Check-In and tutoring for students who are recent immigrants. 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 ELAC (English Learners Advisory Committee). Parents are also strongly represented on the SDMSC (Shared Decision Making Site Council), 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.

Charlene Margot coordinates evening parent-education opportunities and hosts a speaker's series for the school. In recent years, she arranged speakers to discuss drug and alcohol use, teen sexuality, taking stress out of college admissions, and an M-A Parent 101 event hosted by the principal.

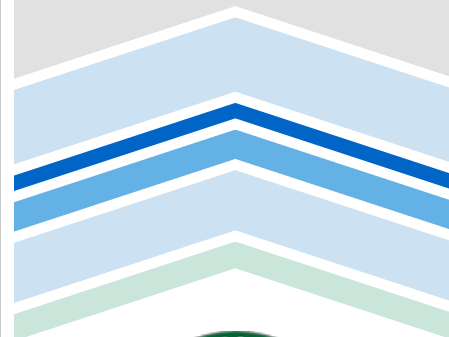
A parent liaison position for Latino and Spanish-speaking parents was created in spring of 2009 to support the integration and success of those parents and families. The parent liaison hosts meetings every Tuesday evening, addressing topics such as student grades, transcripts, and preparation for college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

In addition, the Sequoia Union High School District has full-time parent-involvement staff. Questions regarding parent-involvement opportunities at the district level can be directed to Carmina Chavez, ombudsperson, at (650) 369-1411, ext. 22293.



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.



Board of Trustees

Carrie Du Bois
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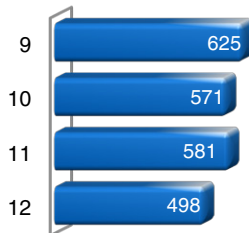
Chris Thomsen
Trustee



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.

2015-16 Enrollment by Grade

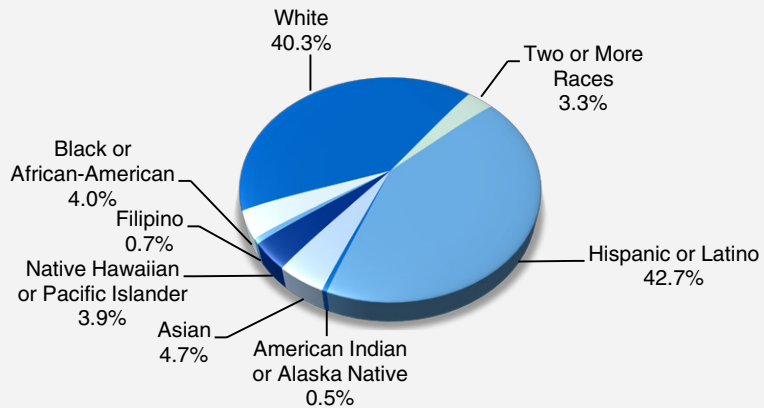


Enrollment by Student Group

The total enrollment at the school was 2,275 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2015-16 School Year



Socioeconomically disadvantaged	39.30%	English learners	14.00%	Students with disabilities	10.50%	Foster youth	0.20%
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Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Menlo-Atherton HS

	13-14	14-15	15-16
Suspension rates	7.6%	2.9%	5.4%
Expulsion rates	0.2%	0.0%	0.2%

Sequoia UHSD

	13-14	14-15	15-16
Suspension rates	4.5%	2.9%	4.8%
Expulsion rates	0.1%	0.2%	0.3%

California

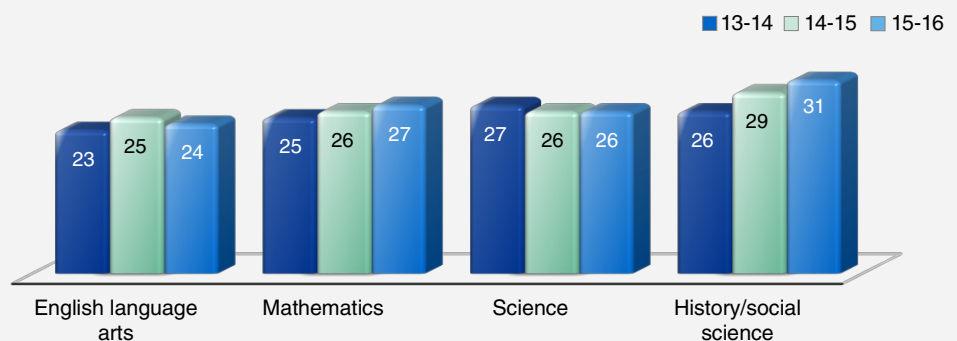
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

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

	2013-14			2014-15			2015-16		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	36	65	1	25	74		34	75	12
Mathematics	28	57	4	23	69	6	26	80	18
Science	14	48	10	17	57	5	17	60	19
History/social science	13	42	6	5	56	13	6	32	28



Professional Development

Staff members were trained in academic language development and the use of Direct Interactive Instruction (DII) teaching strategies. DII was selected by the district for sites to implement.

Teachers are supported through a co-plan and co-teach model as well as through an intensive two-day comprehensive training. Staff and collaboration meeting time is dedicated for further reinforcement.

Professional Development Days	Three-Year Data		
	2014-15	2015-16	2016-17
Menlo-Atherton HS	3 days	5 days	5 days

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	2015-16 School Year
Percentage of Students Meeting Fitness Standards	Menlo-Atherton HS
	Grade 5
Four of six standards	12.50%
Five of six standards	29.70%
Six of six standards	37.30%

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2016-17 School Year	
	Menlo-Atherton HS	Sequoia UHSD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	✧	2008-2009
Year in Program Improvement	✧	Year 3
Number of schools currently in Program Improvement		4
Percentage of schools currently in Program Improvement		66.70%

✧ Not applicable. The school is not in Program Improvement.



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.





California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy 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: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grade 11.

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 CAAs 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 for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Menlo-Atherton HS			Sequoia UHSD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	69%	65%	61%	64%	61%	60%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
All students	577	517	89.60%	61.32%
Male	304	271	89.14%	58.67%
Female	273	246	90.11%	64.23%
Black or African-American	20	13	65.00%	15.38%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	44	42	95.45%	88.10%
Filipino	❖	❖	❖	❖
Hispanic or Latino	252	219	86.90%	31.96%
Native Hawaiian or Pacific Islander	28	20	71.43%	25.00%
White	222	213	95.95%	92.96%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	259	215	83.01%	26.51%
English learners	91	76	83.52%	18.42%
Students with disabilities	49	38	77.55%	15.79%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Menlo-Atherton HS		Sequoia UHSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	67%	61%	63%	61%	44%	48%
Mathematics	48%	49%	42%	45%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
English Language Arts: Grade 11				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	566	546	96.50%	60.90%
Male	294	288	98.00%	53.20%
Female	272	258	94.90%	69.30%
Black or African-American	27	27	100.00%	15.40%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	25	96.20%	83.30%
Filipino	11	11	100.00%	60.00%
Hispanic or Latino	240	231	96.30%	38.90%
Native Hawaiian or Pacific Islander	13	13	100.00%	30.00%
White	215	205	95.40%	85.20%
Two or more races	33	33	100.00%	84.40%
Socioeconomically disadvantaged	217	211	97.20%	30.00%
English learners	83	80	96.40%	15.40%
Students with disabilities	65	62	95.40%	15.40%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics: Grade 11				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	566	542	95.80%	48.90%
Male	294	285	96.90%	46.70%
Female	272	257	94.50%	51.30%
Black or African-American	27	27	100.00%	0.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	24	92.30%	73.90%
Filipino	11	11	100.00%	55.60%
Hispanic or Latino	240	229	95.40%	20.50%
Native Hawaiian or Pacific Islander	13	12	92.30%	0.00%
White	215	205	95.40%	78.10%
Two or more races	33	33	100.00%	81.30%
Socioeconomically disadvantaged	217	208	95.90%	11.00%
English learners	83	78	94.00%	4.70%
Students with disabilities	65	61	93.90%	4.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Course Enrollment for UC/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>.

UC/CSU Admission	
Menlo-Atherton HS	
2014-15 and 2015-16 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2015-16	99.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15	64.53%

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	
2015-16 Participation	
Number of pupils participating in a CTE program	368
Percentage of pupils who completed a CTE program and earned a high school diploma	91%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

Admission Requirements for California's Public Universities

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

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

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.

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. The requirement is being evaluated by the district and board of trustees.

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

- Architectural Design
- Computer Animation, Audio Production
- Computer Applications
- Drafting
- Food and Nutrition
- Advanced Foods
- Journalism
- Living Skills
- Tech Preparation
- Video Production
- Woods I and II

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 Giambruno: 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, academic standards are reinforced, 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. In 2015, Menlo-Atherton presented a College and Career Fair which, for seniors, 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.

Students enrolled in our CTE courses are monitored 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. Students in digital media courses will have the opportunity in the near future to earn an Apple Card Certification, and there are other articulation programs with local community colleges that will also help students earn college credit.



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsggrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Menlo-Atherton HS	Sequoia UHSD	California
All students	91.23%	84.37%	85.66%
Black or African-American	93.33%	89.33%	76.88%
American Indian or Alaska Native	100.00%	128.57%	74.87%
Asian	108.00%	108.94%	92.78%
Filipino	175.00%	106.06%	96.80%
Hispanic or Latino	81.63%	68.01%	84.49%
Native Hawaiian or Pacific Islander	116.67%	113.11%	84.88%
White	95.57%	99.47%	87.23%
Two or more races	86.36%	117.00%	91.36%
Socioeconomically disadvantaged	85.71%	66.67%	76.61%
English learners	66.27%	42.74%	50.90%
Students with disabilities	100.00%	63.28%	68.38%
Foster youth	◇	◇	◇

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		
	12-13	13-14	14-15	12-13	13-14	14-15
Menlo-Atherton HS	94.04%	93.33%	89.21%	4.20%	4.10%	3.90%
Sequoia UHSD	87.68%	86.01%	85.95%	5.60%	6.50%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%



Advanced Placement Courses

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

Advanced Placement Courses

2015-16 School Year

Percentage of total enrollment enrolled in AP courses	68.00%
Number of AP courses offered at the school	19

Number of AP Courses by Subject

Computer science	1
English	2
Fine and performing arts	2
Foreign language	4
Mathematics	3
Science	5
Social science	2

"Anyone who is involved with Menlo-Atherton High School—as a student, parent, staff member or community member—knows that we have an extraordinarily active and effective school."



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	
2016-17 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%

Quality of Textbooks

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

Quality of Textbooks	
2016-17 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

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 in September 2016. 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		2016-17 School Year
Subject	Textbook	Adopted
English language arts	<i>Prentice Hall Literature</i> , Gold Level; Prentice Hall (9)	2002
English language arts	<i>Prentice Hall Literature</i> , Platinum Level; Prentice Hall (10)	2002
English language arts	<i>Algebra 1</i> , Pearson/Prentice Hall	2005
Mathematics	<i>Discovering Geometry</i> , Kendall Hunt Publishing	2015
Mathematics	<i>Algebra 2: A Common Core Curriculum</i> , Big Ideas Learning	2016
Science	<i>Earth Science</i> , Pearson/Prentice Hall	2013
Science	<i>Biology</i> , Pearson/Prentice Hall	2004
Science	<i>Conceptual Physics</i> , Pearson/Prentice Hall	2006
Science	<i>Introduction to the Human Body: The Essentials of Anatomy and Physiology</i> , John Wiley & Sons	2008
History/social science	<i>World Cultures: Global Mosaic</i> , Prentice Hall	2004
History/social science	<i>Modern World History</i> , McDougal Littell	2005
History/social science	<i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell	2006

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 Textbook Data		2016-17 School Year
Data collection date		9/28/2016

Types of Services Funded

A variety of programs are funded with state and federal budgets as well as through district and foundation funds.

EIA-LEP funds support the bilingual resource teacher, English learner (EL) instructional aides (three), the Latino Parent Center coordinator, 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.

Menlo-Atherton does not receive Title I monies.

Other site and district funding support the following:

Staff professional development, English and math intervention classes, after-school tutoring, intervention instructional associates (four), Students Offering Support (SOS) transition program, testing coordinator, StarVista Counseling Services, college planning, lay readers for social studies and English classes, freshmen transition, Conflict Mediation Program, in-school suspension, Student Study Team, and a multitude of youth-development programs.





School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions		Good	
Date of the most recent school site inspection		10/25/2016	
Date of the most recent completion of the inspection form		10/25/2016	

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		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Cleanliness	Pest/vermin infestation. District has contract with Clark Pest Control.	10/28/2016

School Safety

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 scheduled emergency drills, including two for lockdown/barricade and earthquake and evacuation. Surveillance cameras are installed for further safety and security throughout the campus, including cameras to record the area around the Performing Arts Center. 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 was last reviewed, updated and discussed with the school faculty in August 2016.

School Facilities

Menlo-Atherton High School was built in 1951. Currently, there are 108 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. The architects at Hodgetts + Fung designed the Performing Arts Center, which has received design awards from the Silicon Valley Business Journal and AIA Los Angeles.

In addition, M-A had remodeled all classrooms, upgraded the Ayer's gym, created a staff resource center, upgraded the baseball field and created a large custodial storage area. A performing arts center opened in October 2009. 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 2015-16.

The physical environment is attractive and well maintained on-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. In recent years, M-A has added a new library, science rooms, bleachers and a second gym. The swimming pool, football field and track, and administrative offices have been upgraded.

The school is cleaned daily by a crew of 10 full-time custodians. Two custodians, including the plant manager, are on duty during school hours to maintain campus facilities. Seven custodians are on duty after school hours 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.

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 provide assistance directing traffic in the school's main parking lots during drop off and dismissal times.

Students have been trained by peers in their third period classes on safety procedures and practice earthquake, lockdown and evacuation drills once each semester.

LPA Inc. architects were selected in May 2014 to plan and develop new projects with funding from Measure A.



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).

In addition to the support staff listed below, M-A contracts out with many community agencies to provide services on campus. For example, we provide in total two full-time psychotherapy interns in order to provide mental health support on campus, and we contract with another agency to provide yearlong counseling to students who are coming back from Juvenile Hall. We also contract with an agency to provide after-school tutoring and community-building activities for our freshmen.

M-A also funds two community liaison positions. One of which deals primarily with attendance issues and the other which supports students and families in our Student Support Center.

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	8.0
Average number of students per academic counselor	280
Support Staff	
	FTE
Social/behavioral counselor	1.0
Career development counselor	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	1.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0
Other	FTE
Conflict mediator	0.4
Parent coordinator	1.0
Health aide	1.0

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 UHSD	Menlo-Atherton HS		
Teachers	16-17	14-15	15-16	16-17
With a full credential	591	141	144	141
Without a full credential	2	2	0	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		14-15	15-16	16-17
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers		2015-16 School Year	
	Percentage of Classes in Core Academic Subjects		
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers	
Menlo-Atherton HS	100.00%	0.00%	
All schools in district	99.89%	0.11%	
High-poverty schools in district	99.80%	0.20%	
Low-poverty schools in district	100.00%	0.00%	



Financial Data

The financial data displayed in this SARC is from the 2014-15 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.

District Salary Data		2014-15 Fiscal Year
	Sequoia UHSD	Similar Sized District
Beginning teacher salary	\$56,878	\$46,184
Midrange teacher salary	\$86,665	\$75,179
Highest teacher salary	\$105,286	\$96,169
Average high school principal salary	\$152,664	\$137,939
Superintendent salary	\$229,117	\$217,637
Teacher salaries: percentage of budget	34%	35%
Administrative salaries: percentage of budget	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		2014-15 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Menlo-Atherton HS	\$1,713	\$114,543
Sequoia UHSD	\$7,115	\$111,606
California	\$5,677	\$77,824
School and district: percentage difference	-75.9%	+2.6%
School and California: percentage difference	-69.8%	+47.2%

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$2,158
Expenditures per pupil from restricted sources	\$445
Expenditures per pupil from unrestricted sources	\$1,713
Annual average teacher salary	\$114,543

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.

