



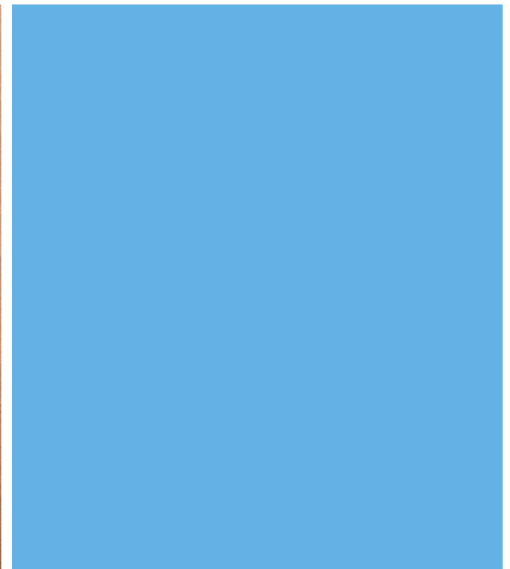
# Sequoia Union High School District

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## SARC

2022-23

School Accountability  
Report Card  
Published in 2023-24



## Menlo-Atherton High School

Grades 9-12  
CDS Code 41-69062-4133716

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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 approximately 2,150, 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 2022-23, we saw more students passing an AP exam than we have ever before! 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 13 out of 14 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 2022 and in 2019. Recently, girls soccer, boys and girls basketball, baseball, badminton, boys lacrosse, girls track, boys and girls cross country, and girls tennis, all won PAL Championships in the 2022-23 school year. 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, and 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 100 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!

Karl Losekoot, 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

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

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

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

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

**E**mpathy: 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), 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

Amy Koo

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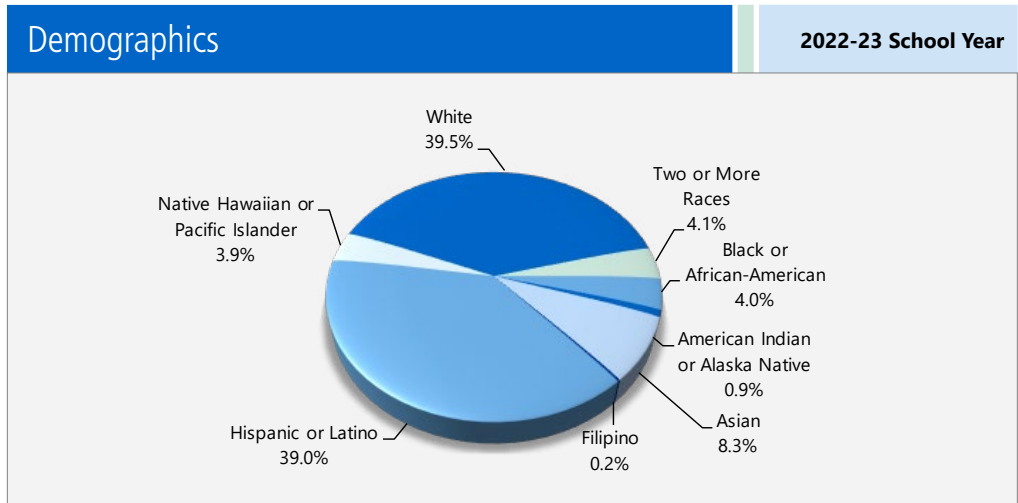
Carrie DuBois

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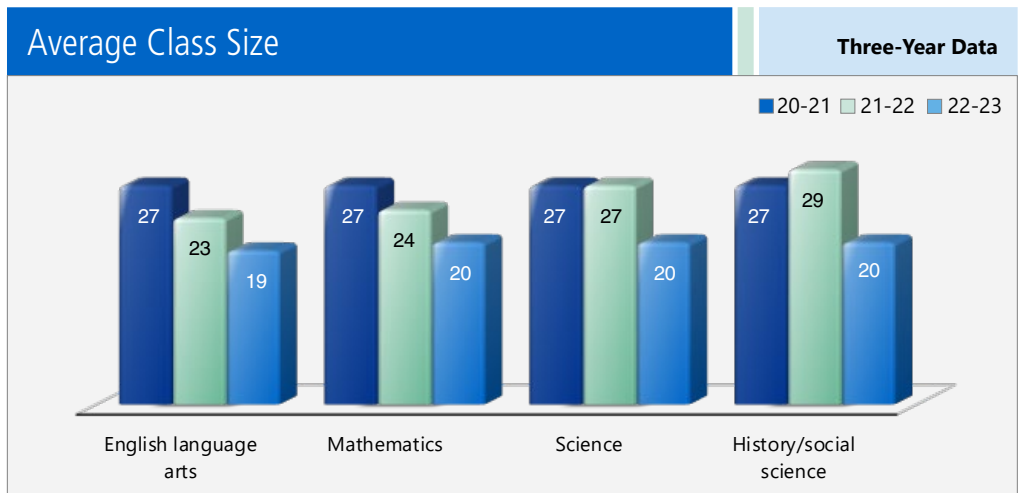
### Enrollment by Student Group

The total enrollment at the school was 2,125 students for the 2022-23 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.



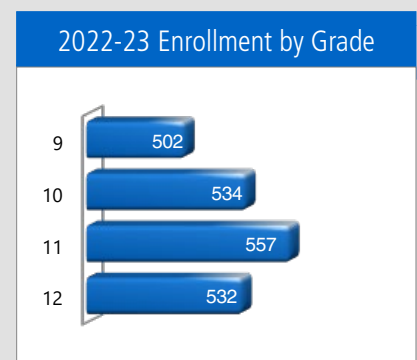
Subject	Number of Students								
	2020-21			2021-22			2022-23		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	31	65		28	28		39	61	
Mathematics	35	45		42	44		49	42	1
Science	14	58	1	23	53	1	39	35	5
History/social science	16	55	7	18	61	5	20	59	1

### Enrollment by Student Group

Female	48.30%
Male	51.60%
Non-Binary	0.00%
English learners	17.40%
Foster youth	0.30%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	35.50%
Students with Disabilities	15.60%

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.





## 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. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Menlo-Atherton HS			Sequoia Union HSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Suspension rates</b>	0.00%	4.60%	3.60%	0.00%	3.90%	4.40%	0.20%	3.20%	3.60%
<b>Expulsion rates</b>	0.00%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
<b>All Students</b>	3.60%	0.00%	
<b>Female</b>	2.50%	0.00%	
<b>Male</b>	4.50%	0.10%	
<b>Non-Binary</b>	0.00%	0.00%	
<b>American Indian or Alaska Native</b>	4.80%	0.00%	
<b>Asian</b>	0.60%	0.00%	
<b>Black or African American</b>	15.20%	0.00%	
<b>Filipino</b>	0.00%	0.00%	
<b>Hispanic or Latino</b>	5.40%	0.10%	
<b>Native Hawaiian or Pacific Islander</b>	8.70%	0.00%	
<b>Two or More Races</b>	4.30%	0.00%	
<b>White</b>	0.40%	0.00%	
<b>English Learners</b>	8.30%	0.20%	
<b>Foster Youth</b>	0.00%	0.00%	
<b>Homeless</b>	16.70%	0.00%	
<b>Socioeconomically Disadvantaged</b>	6.60%	0.10%	
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%	
<b>Students with Disabilities</b>	7.10%	0.00%	

## Professional Development

Six years ago, the school district started the process of developing better strategies for working with English learners (EL). Our goal is to have all teachers trained in using Constructing Meaning strategies over the course of five years. Roughly 95 teachers have been trained with several others working currently with the E.L. Achieve organization and participate 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 four 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 2023-24, M-A will continue the equity work that began three years ago with a curricular focus on vertical alignment. With the return from distance learning due to the COVID pandemic in 2021-22, the school focused on rebuilding our school community through purposefully discussing practices that promote a sense of belonging. The last two years, our equity work included a direct instructional focus through either analyzing grading practices, assessments, gradebook evaluation and vertical alignment, building restorative practices, or serving on the Equity Committee. This year we have honed-in on our focus and have created purposeful collaborative teams that support both horizontal and vertical alignment centered around rigorous, engaging and equitable experiences for all students. Additionally this year, M-A teachers will participate in districtwide equity training provided by the Peninsula Conflict and Resolution Center in three sessions this 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.

*Continued on page 5*





## 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 and 2022–23 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					2022-23 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	86.7%	85.9%	84.9%	85.3%	86.5%

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	2,223	2,204	482	21.90%	
Female	1,064	1,055	239	22.70%	
Male	1,158	1,148	243	21.20%	
Non-Binary	1	1	0	0.00%	
American Indian or Alaska Native	21	21	3	14.30%	
Asian	181	180	9	5.00%	
Black or African American	92	90	37	41.10%	
Filipino	5	5	0	0.00%	
Hispanic or Latino	883	875	283	32.30%	
Native Hawaiian or Pacific Islander	92	91	37	40.70%	
Two or More Races	93	92	19	20.70%	
White	856	850	94	11.10%	
English Learners	420	415	139	33.50%	
Foster Youth	7	7	5	71.40%	
Homeless	12	11	7	63.60%	
Socioeconomically Disadvantaged	894	884	314	35.50%	
Students Receiving Migrant Education Services	1	1	0	0.00%	
Students with Disabilities	366	361	142	39.30%	

## Professional Development

*Continued from page 4*

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2021-22	5
2022-23	7
2023-24	7

## 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 summer of 2014 and again in 2022 to align with San Mateo County Office of Education's Big Five School Emergency Guidelines and trauma-informed practices. 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, following San Mateo County guidelines.

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 was last reviewed, updated and discussed with the school faculty in February 2024.

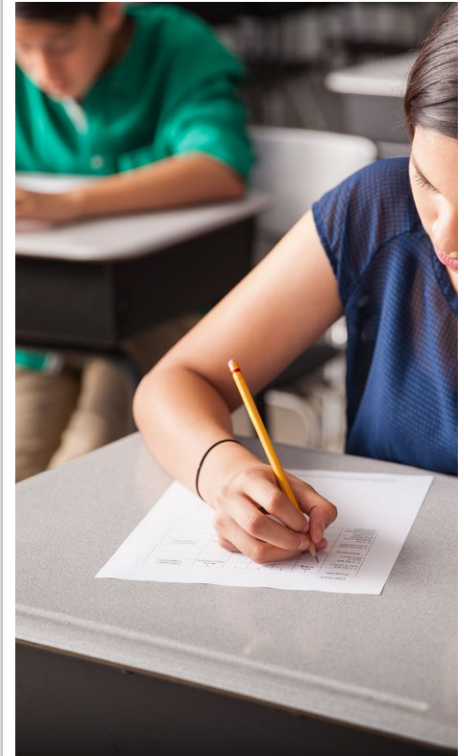


## Statewide Assessments

**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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



## CAASPP Test Results in Science for All Students

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	
Subject	Menlo-Atherton HS		Sequoia Union HSD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	44.79%	49.41%	47.88%	50.72%	29.47%	30.29%

## 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	
Subject	Menlo-Atherton HS		Sequoia Union HSD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	70%	66%	66%	66%	47%	46%
Mathematics	52%	48%	45%	44%	33%	34%

## 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.

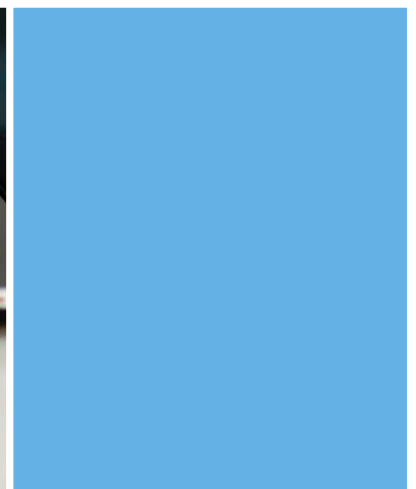
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



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

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	1067	942	88.28%	11.72%	49.09%
Female	519	448	86.32%	13.68%	49.55%
Male	548	494	90.15%	9.85%	48.68%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	95	91	95.79%	4.21%	84.62%
Black or African American	50	46	92.00%	8.00%	8.70%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	411	353	85.89%	14.11%	17.95%
Native Hawaiian or Pacific Islander	43	36	83.72%	16.28%	2.78%
Two or more races	44	37	84.09%	15.91%	62.16%
White	413	368	89.10%	10.90%	78.75%
English Learners	179	146	81.56%	18.44%	0.69%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	421	360	85.51%	14.49%	12.85%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	158	124	78.48%	21.52%	10.57%

❖ 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 Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	561	495	88.24%	11.76%	66.33%
Female	263	227	86.31%	13.69%	69.91%
Male	298	268	89.93%	10.07%	63.30%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	50	47	94.00%	6.00%	100.00%
Black or African American	22	21	95.45%	4.55%	42.86%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	230	196	85.22%	14.78%	36.41%
Native Hawaiian or Pacific Islander	27	22	81.48%	18.52%	40.91%
Two or more races	❖	❖	❖	❖	❖
White	215	194	90.23%	9.77%	93.78%
English Learners	108	80	74.07%	25.93%	10.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	236	200	84.75%	15.25%	35.18%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	97	80	82.47%	17.53%	22.78%

❖ 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 Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	562	480	85.41%	14.59%	47.92%
Female	264	218	82.58%	17.42%	48.62%
Male	298	262	87.92%	12.08%	47.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	50	46	92.00%	8.00%	91.30%
Black or African American	22	18	81.82%	18.18%	5.56%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	231	195	84.42%	15.58%	14.36%
Native Hawaiian or Pacific Islander	27	21	77.78%	22.22%	9.52%
Two or more races	❖	❖	❖	❖	❖
White	215	186	86.51%	13.49%	82.26%
English Learners	109	82	75.23%	24.77%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	237	195	82.28%	17.72%	9.23%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	97	75	77.32%	22.68%	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

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 Giambruno: Digital/Media Arts
- Mark Leeper: Engineering, Design, Construction and Building Trades
- Craig Barnar: Foods/Nutrition/Hospitality
- Jeffrey Chin-Sell: Adv. Web Design
- Christopher Rubin: Multimedia/Web Design

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.



## 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 9th Grade Orientation, 8th Grade Information Night, Challenge Day, Grad Night 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 Learner Advisory Committee (ELAC). Parents are also strongly represented on the Shared Decision-Making Site Council (SDMSC), which also functions as an advisory 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. This year, two additional parent liaisons have been created in order to reach-out to a diverse representation of all of our families, especially post-pandemic. Our parent liaison hosts meetings every Tuesday evening, addressing topics such as student grades, transcripts, preparation for college and use of our online student information system.

For more information on how to become involved at the school, please contact Emily Riogtti, instructional vice principal, at (650) 322-5311 ext. 50112 or erigotti@seq.org.

## Career Technical Education Participation

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

Career Technical Education Data	2022-23 Participation
	Menlo-Atherton HS
Number of pupils participating in CTE	660
Percentage of pupils who completed a CTE program and earned a high school diploma	28%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	33%





## 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		
	20-21	21-22	22-23	20-21	21-22	22-23
<b>Menlo-Atherton HS</b>	88.50%	89.60%	91.50%	5.70%	6.30%	6.70%
<b>Sequoia Union HSD</b>	87.80%	90.40%	91.20%	5%	4.60%	7.40%
<b>California</b>	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

## Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2022-23 School Year		
	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	519	475	91.50%
<b>Female</b>	263	242	92.00%
<b>Male</b>	256	233	91.00%
<b>Non-Binary</b>	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖
<b>Asian</b>	45	44	97.80%
<b>Black or African American</b>	29	27	93.10%
<b>Filipino</b>	❖	❖	❖
<b>Hispanic or Latino</b>	194	159	82.00%
<b>Native Hawaiian or Pacific Islander</b>	18	16	88.90%
<b>Two or More Races</b>	31	30	96.80%
<b>White</b>	199	196	98.50%
<b>English Learners</b>	100	71	71.00%
<b>Foster Youth</b>	❖	❖	❖
<b>Homeless</b>	❖	❖	❖
<b>Socioeconomically Disadvantaged</b>	229	192	83.80%
<b>Students Receiving Migrant Education Services</b>	❖	❖	❖
<b>Students with Disabilities</b>	72	58	80.60%

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

❖ 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.

## Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
<b>Percentage of students enrolled in AP courses</b>	40.50%
<b>Number of AP courses offered at the school</b>	67
Number of AP Courses Offered	
<b>Computer science</b>	7
<b>English</b>	24
<b>Fine and performing arts</b>	4
<b>Foreign language</b>	6
<b>Mathematics</b>	12
<b>Science</b>	6
<b>Social science</b>	8

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

This 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	
Menlo-Atherton HS	
2021-22 and 2022-23 School Years	
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2022-23</b>	99.29%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22</b>	67.12%



## 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 October 11, 2023. 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		2023-24 School Year
Subject	Textbook	Adopted
Mathematics	<i>Algebra 1: Common Core Curriculum</i> , Big Ideas Learning	2017
Mathematics	<i>Discovering Geometry</i> , Kendall Hunt Publishing	2015
Mathematics	<i>Algebra 2: A Common Core Curriculum</i> , Big Ideas Learning	2016
Mathematics	<i>The Practice of Statistics</i> , 6th Edition; BFW Publisher	2020
Mathematics	<i>Precalculus with Trigonometry Functions and Applications</i>	1993
Mathematics	<i>Precalculus Enhanced with Graphing Utilities</i> , Sullivan	2009
Mathematics	<i>Multivariable Calculus</i> , 7th edition; Cengage Learning	2012
Mathematics	<i>Calculus of a Single Variable</i> , 2nd Edition	1994
Science	<i>Environment: the Science Behind the Stories</i> , AP edition	2021
Science	<i>AP Chemistry</i> , 9th Edition; Zumdahl	2014
Science	<i>AP Biology in Focus</i> , 3rd Edition; Pearson	2020
Science	<i>AP Physics for Scientists and Engineers</i> , 2nd Edition	2008
Science	<i>Chemistry</i> , Holt	2007
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 History, Culture, and Geography</i> ; McGraw Hill	2019
History/social science	<i>United States History, the Twentieth Century</i> ; Pearson Education	2019
History/social science	<i>Economics, New Ways of Thinking</i> ; EMC Publishing	2019
History/social science	<i>Magruder's American Government</i> , Pearson	2019
History/social science	<i>AP World History: Ways of the World: A Global History, with sources</i> , 4th edition	2020
History/social science	<i>AP US History: Fabric of a Nation</i> , BFW Publisher	2020

## 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.

## 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	
2023-24 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	
2023-24 School Year	
Data collection date	10/11/2023

## Quality of Textbooks

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

Quality of Textbooks	
2023-24 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



### 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		2023-24 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>	Exemplary	
<b>Date of the most recent FIT report</b>	10/3/2023	

### 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		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Electrical</b>	Electrical systems are being upgraded for future HVAC units.	Work will continue until 2025
<b>Restrooms/fountains</b>	K wing: 3 toilets stopped up. The Plant Manager put in a work order to be fixed.	Repaired on 10/27/23

### 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 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 11 full-time custodians cleans the school daily. Two custodians, including the plant manager, are on duty during school hours to maintain campus facilities.

*Continued on sidebar*

### School Facilities

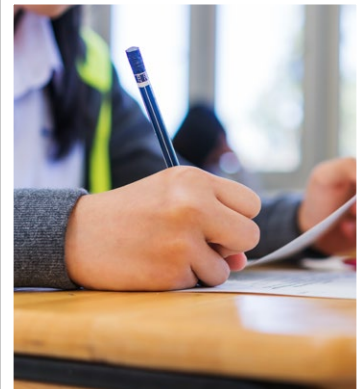
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Eight custodians are on duty after school from 3 p.m. to 11 p.m. and are responsible for routine maintenance and school event setup and breakdown. One custodian works Saturdays, completing major cleaning tasks and being available for school events.

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.

Six 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 2022-23 school year.



### 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.



### Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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/>.

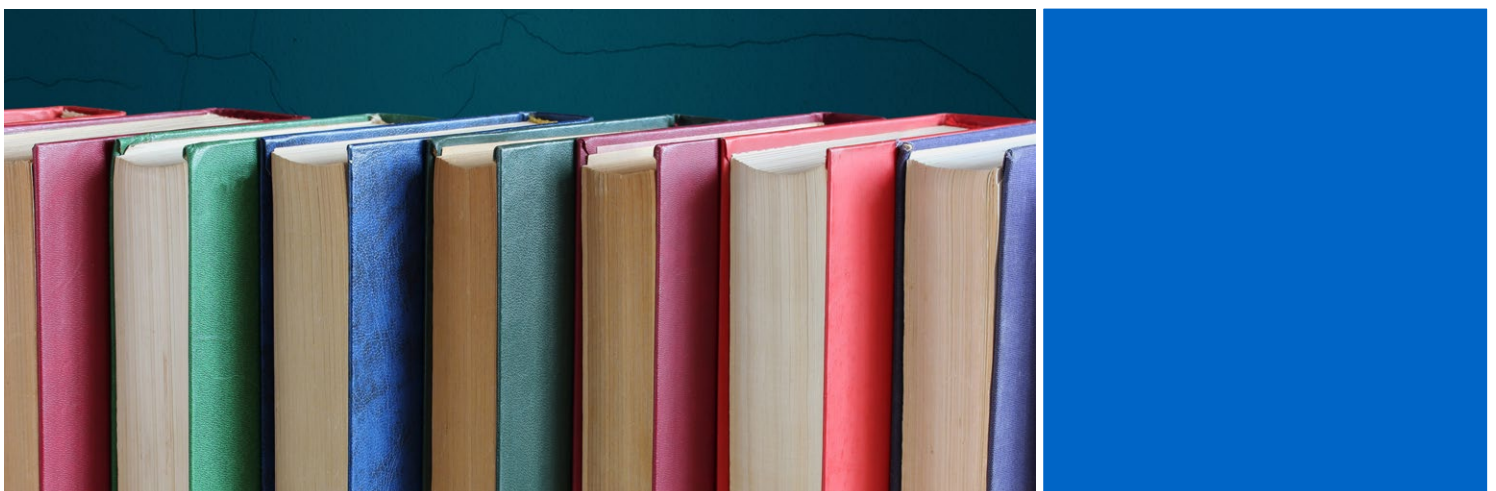
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	109	83.0%	469.9	81.8%	228,366.1	83.1%
<b>Intern Credential Holders Properly Assigned</b>	0.6	0.5%	4.7	0.8%	4,205.9	1.5%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.1	0.9%	20.1	3.5%	11,216.7	4.1%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.6	2.0%	16.3	2.8%	12,115.8	4.4%
<b>Unknown</b>	17.9	13.6%	63.3	11.0%	18,854.3	6.9%
<b>Total Teaching Positions</b>	131.5	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>	108.7	85.5%	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>	2.0	1.6%	14.4	2.4%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.9	1.5%	14.3	2.4%	11,953.1	4.3%
<b>Unknown</b>	14.5	11.4%	76.4	12.9%	15,831.9	5.7%
<b>Total Teaching Positions</b>	127.2	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/calpadsupdfdash201.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	1.0
<b>Misassignments</b>	1.1	1.0
<b>Vacant Positions</b>	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	1.1	2.0

## 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>	1.8	0.6
<b>Local Assignment Options</b>	0.8	1.3
<b>Total Out-of-Field Teachers</b>	2.6	1.9

## 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>	2.0%	0.6%
<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>	0.9%	0.0%

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

#### 2022-23 School Year

	Ratio
<b>Pupils to Academic counselors</b>	300:1
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	12.0
<b>Library media teacher (librarian)</b>	1.0
<b>Library media services staff (paraprofessional)</b>	1.0
<b>Psychologist</b>	2.0
<b>Social worker</b>	0.0
<b>Nurse</b>	0.5
<b>Speech/language/hearing specialist</b>	1.4
<b>Resource specialist (nonteaching)</b>	17.5



### Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 Fiscal Year	
	Sequoia Union HSD	Similar Sized District
<b>Beginning teacher salary</b>	\$72,753	\$57,234
<b>Midrange teacher salary</b>	\$110,855	\$95,466
<b>Highest teacher salary</b>	\$134,672	\$122,669
<b>Average high school principal salary</b>	\$205,751	\$173,197
<b>Superintendent salary</b>	\$284,828	\$277,571
<b>Teacher salaries: percentage of budget</b>	30.43%	31.17%
<b>Administrative salaries: percentage of budget</b>	4.72%	4.46%

### 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 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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Menlo-Atherton HS</b>	\$12,590	\$106,940
<b>Sequoia Union HSD</b>	\$13,235	\$101,104
<b>California</b>	\$7,607	\$97,850
<b>School and district: percentage difference</b>	-4.9%	+5.8%
<b>School and California: percentage difference</b>	+65.5%	+9.3%

### Types of Services Funded

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

English learner 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.

### 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	
2021-22 Fiscal Year	
<b>Total expenditures per pupil</b>	\$17,090
<b>Expenditures per pupil from restricted sources</b>	\$4,500
<b>Expenditures per pupil from unrestricted sources</b>	\$12,590
<b>Annual average teacher salary</b>	\$106,940

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 2024.