



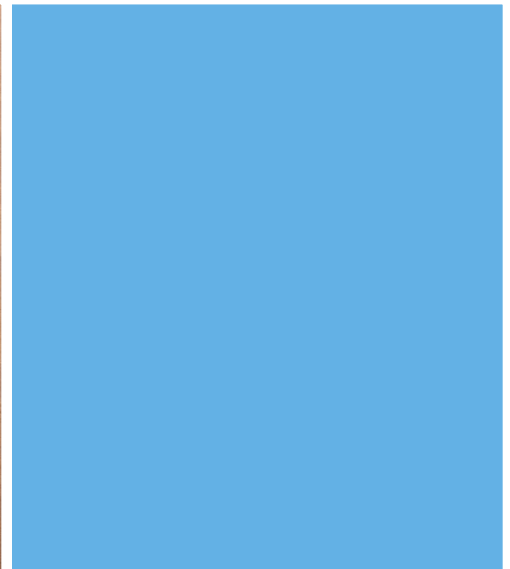
Sequoia Union High School District

480 James Avenue Redwood City, CA 94062 ▪ www.seq.org
Crystal Leach, Superintendent ▪ cleach@seq.org ▪ (650) 369-1411

SARC

2022-23

School Accountability
Report Card
Published in 2023-24



TIDE Academy

Grades 9-12
CDS Code 41-69062-0138420

Simone Rick-Kennel, Principal
srkennel@seq.org

150 Jefferson Drive
Menlo Park, CA 94025
(650) 306-1755

<https://www.tideacademy.org>





Principal's Message

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

TIDE Academy serves students in grades 9-12 (10th added in 2020-21, 11th added in 2021-22, and 12th added in 2022-23). The inaugural class graduated in June 2023. They earned an average of 42 college credits and had a variety of post-secondary options open to them including UC, CSU, public and private schools, both in California and out of state and community colleges including our partner, Foothill College. Fourteen students earned industry certificates in Computer Science or Business/Marketing.

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

All students take an Advisory period, which is referred to as Nucleus. During the spring of 2021 and again in summer 2023, TIDE staff reimagined Nucleus based on student needs. Subsequently, staff categorized Nucleus into four main categories: 1. Social and Emotional Learning, 2. Leadership Development, 3. Academic Supports and 4. College and Career. We increased flex time and incorporated academic tutorials into the 9th and 10th grade courses.

TIDE has built a robust after school environment with extracurricular activities. These extracurricular activities are student driven and based on their interests. TIDE offers a teacher lead homework center for students that would like support and/or a safe place to complete homework. TIDE also offers after school extracurricular activities including robotics, coding, Ballet Folklórico, drama, yearbook and choir. There are 17 clubs offered at TIDE that students can join.

In fall 2022, we had a WASC substantive change visit for our 12th grade class and were ratified as a complete school. The visiting chair stated, "Students were actively engaged in critical thinking, connecting content to current events, annotating, researching, transferring prior knowledge from other classes, and collaborating with their peers. Students stated they enjoy the small setting, dual enrollment opportunities, and activities that value student voice. ASB Leadership showed all the fantastic activities designed to celebrate the senior class and promote school culture. Teachers spoke proudly of their school and their students. With the goal of proficiency in concepts and skills, they focus on making relevant connections to current events and society. Their cross collaboration with other departments continues to make curriculum meaningful for their students. Families appreciated the communication from administration and teachers, the structure and rigor of the school." TIDE earned our full six-year WASC accreditation in May 2023.

In our fifth year of operation, TIDE has launched robust recruitment efforts to enroll a class of 70-75 incoming ninth grade students. We offer tours, shadowing opportunities, information nights, participate in local high school fairs and tabling events at middle schools. In 2021-22, TIDE earned the American Institute of Architects National Award for Educational Facility Design and the CASH Award of Excellence in the New Built Category: <https://www.aia.org/showcases/6498383-tide-academy->

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

School Mission Statement

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

Mission statements:

- TIDE staff will provide opportunities for students to pursue their interests through a variety of subject areas in dual-enrolled college courses and Career Technical Education (CTE) pathways to be college and career ready.
- TIDE staff will provide opportunities for students to develop the confidence to express their voice and identity to discover and advocate for socially just solutions.
- TIDE staff will provide opportunities for demonstrations of authentic learning through cross curricular projects and real-world connections.

School Vision Statement

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



School Accountability Report Card

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

District Mission Statement

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

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

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

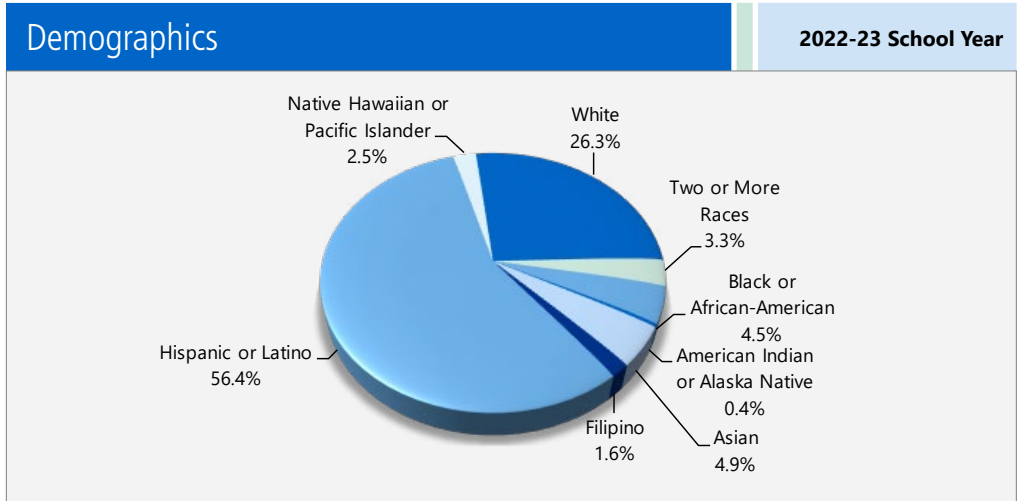
Board of Trustees

- Amy Koo
- Shawneece Stevenson
- Rich Ginn
- Carrie DuBois
- Sathvik Nori



Enrollment by Student Group

The total enrollment at the school was 243 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

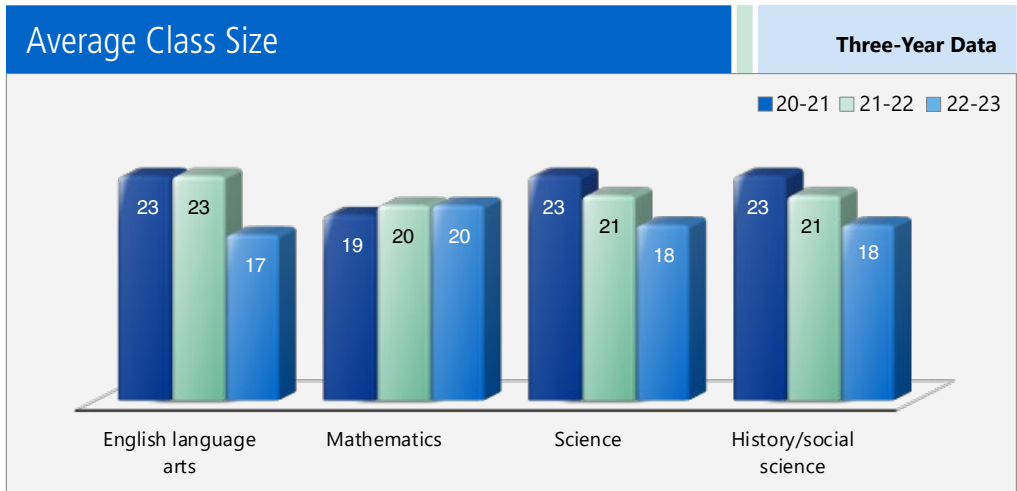


Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	36.20%
Male	63.80%
Non-Binary	0.00%
English learners	13.60%
Foster youth	0.40%
Homeless	0.00%
Migrant	0.40%
Socioeconomically Disadvantaged	36.60%
Students with Disabilities	19.30%

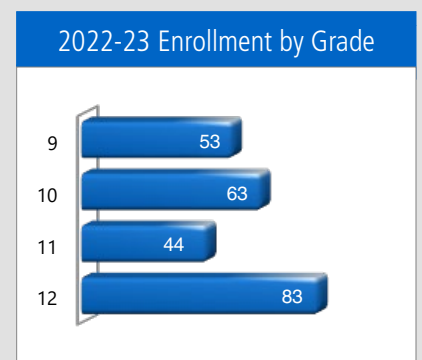
Class Size Distribution

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



Enrollment by Grade

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



Subject	Number of Classrooms by Size								
	2020-21			2021-22			2022-23		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	3	5		3	5		10	2	
Mathematics	6	3		5	3		7	3	
Science	4	4		5	3		7	3	
History/social science	3	5		4	4		9	2	





Suspensions and Expulsions

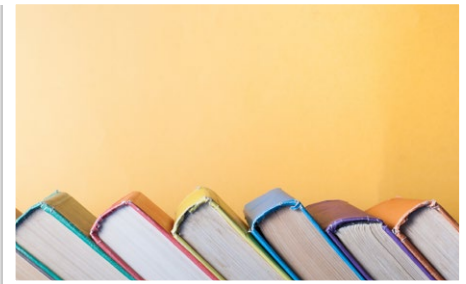
This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	TIDE Academy			Sequoia Union HSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.70%	6.20%	3.20%	0.00%	3.90%	4.40%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	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	
All Students	3.20%	0.00%	
Female	1.10%	0.00%	
Male	4.50%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	9.10%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	4.20%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	1.50%	0.00%	
English Learners	5.90%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	5.90%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	5.80%	0.00%	



Professional Development

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

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

For 2022-23 school year, TIDE staff focused on Constructing Meaning training as a way to engage students with more discourse throughout each class. Staff also started equitable grading discussions. Finally, some TIDE staff opted to meet throughout the summer to redesign Nucleus curriculum, including organizing weekly Nucleus schedule, standardizing norms, and determining topics taught by grade level.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2021-22	3
2022-23	7
2023-24	8



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.

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	81.5%	81.5%	81.5%	81.5%	85.2%

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	249	249	65	26.10%
Female	93	93	26	28.00%
Male	156	156	39	25.00%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	1	1	1	100.00%
Asian	12	12	3	25.00%
Black or African American	11	11	5	45.50%
Filipino	4	4	1	25.00%
Hispanic or Latino	142	142	34	23.90%
Native Hawaiian or Pacific Islander	6	6	3	50.00%
Two or More Races	8	8	2	25.00%
White	65	65	16	24.60%
English Learners	34	34	6	17.60%
Foster Youth	2	2	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	101	101	25	24.80%
Students Receiving Migrant Education Services	1	1	0	0.00%
Students with Disabilities	52	52	18	34.60%

School Safety

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

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

The school safety plan was last reviewed, updated and discussed with the school faculty and School Site Council in November 2023.

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.

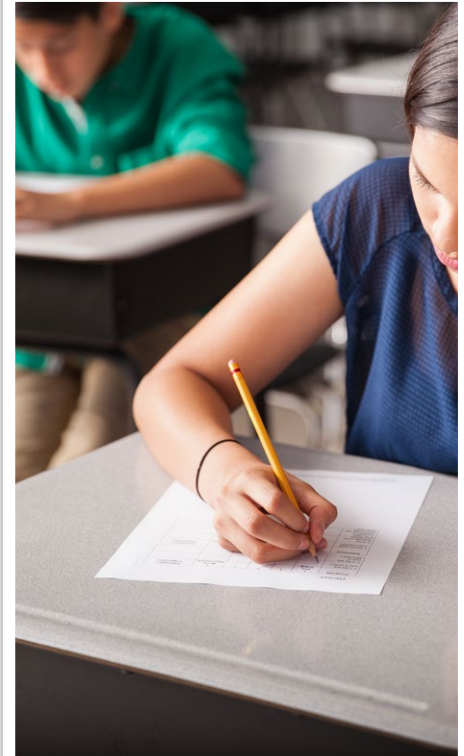


Statewide Assessments

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	TIDE Academy		Sequoia Union HSD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	58.97%	55.28%	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	TIDE Academy		Sequoia Union HSD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	68%	65%	66%	66%	47%	46%
Mathematics	41%	36%	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.

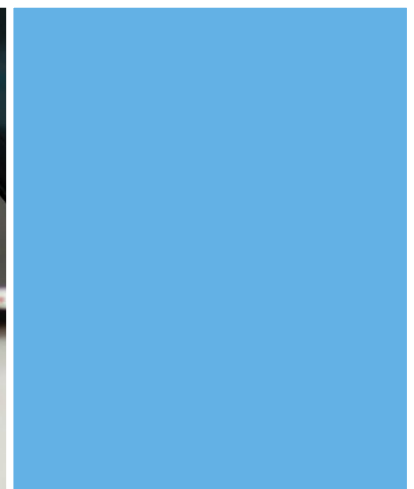
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only 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	125	124	99.20%	0.80%	55.28%
Female	45	44	97.78%	2.22%	45.45%
Male	80	80	100.00%	0.00%	60.76%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	65	64	98.46%	1.54%	38.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	37	37	100.00%	0.00%	86.49%
English Learners	17	16	94.12%	5.88%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	52	51	98.08%	1.92%	34.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	27	27	100.00%	0.00%	14.81%

❖ 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	43	43	100.00%	0.00%	65.12%
Female	20	20	100.00%	0.00%	70.00%
Male	23	23	100.00%	0.00%	60.87%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	22	22	100.00%	0.00%	59.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	16	16	100.00%	0.00%	81.25%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	19	19	100.00%	0.00%	47.37%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	13	13	100.00%	0.00%	15.38%

❖ 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.

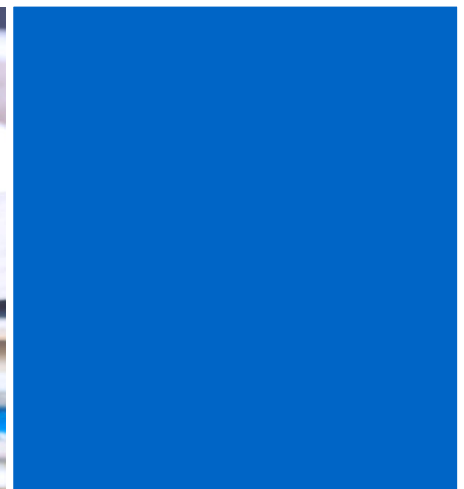




CAASPP Test Results by Student Group: Mathematics (grade 11)

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	42	42	100.00%	0.00%	35.71%
Female	19	19	100.00%	0.00%	36.84%
Male	23	23	100.00%	0.00%	34.78%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	21	21	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	16	16	100.00%	0.00%	68.75%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	19	19	100.00%	0.00%	10.53%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	12	100.00%	0.00%	16.67%

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





Career Technical Education Programs

TIDE offers two different Career Technical Pathways: Computer Programming/Science and Graphic and Interactive Design. To determine which pathway is best for students, freshmen participate in a CTE and career activities throughout the year during TIDE’s advisory class called Nucleus. Counselors and the CTE lead teacher also go into every Nucleus class to discuss the options and answer any questions students may have in regards to determining the best CTE path for them. During their sophomore year, students participate in the CTE Symposium. A guest speaker kicks off with an inspirational speech, followed by two industry panels, one for each pathway, and a round table option where students are able to ask questions in a small group setting.

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

Seniors participate in a capstone project. This open-ended research project provides students with the opportunity to demonstrate their ability to apply the knowledge and skills acquired throughout their courses. Working on a well-defined open-ended problem, students will design and develop an original solution using the design process. This project will further enhance student’s critical thinking and problem-solving skills in a real-world context, expanding their academic experiences, and aligning with their personal career interests to foster engagement with new ideas, organizations and community members.

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

Parental Involvement

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

TIDE Site Council includes six parent/student (community) members and six staff. Meetings are scheduled monthly. TIDE has also established our English Learner Advisory Committee (ELAC), which meets quarterly, and parents represent us at the District English Learner Advisory Committee (DELAC) level.

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

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

- ELAC: Dalia Amezcua, damezcua@seq.org
- Site Council: Christine Turk, cturk@seq.org

General school questions should be directed to Nichole Coy at ncoy@seq.org, Simone Kennel at srkennel@seq.org or Tina Smith at tsmith@seq.org.



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.

Career Technical Education Participation

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

Career Technical Education Data

TIDE Academy

2022-23 Participation

Number of pupils participating in a CTE program	161
Percentage of pupils who completed a CTE program and earned a high school diploma	100%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	100%



Student Learner Outcomes

1. TIDE students will demonstrate thoughtfulness, integrity, determination, and empathy (TIDE) and identify their strengths, recognizing their areas for growth to make progress.
2. TIDE students will have a voice, advocate for their well-being, and understand their own and their peers’ individual experiences to foster awareness when problem solving.
3. TIDE students will be self-aware learners, understanding how their interests can inform their college and career pathways.
4. TIDE students will apply knowledge, critical thinking skills, and life experiences to become engaged citizens who honor cultural and ethnic diversity.





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
TIDE Academy	×	×	100.00%	×	×	0.00%
Sequoia Union HSD	87.80%	90.40%	91.20%	5.00%	4.60%	7.40%
California	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
All Students	83	83	100.00%
Female	26	26	100.00%
Male	57	57	100.00%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	43	43	100.00%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	❖	❖	❖
White	22	22	100.00%
English Learners	13	13	100.00%
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	44	44	100.00%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	15	15	100.00%

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.

× Not applicable. The first graduating class of TIDE Academy was the class of 2022-23.

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	
Percentage of students enrolled in AP courses	3.30%
Number of AP courses offered at the school	1
Number of AP Courses Offered	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	1
Science	0
Social science	0

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

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

UC/CSU Admission	
TIDE Academy	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	99.59%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	×



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

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



Textbooks and Instructional Materials, *continued from page 12*

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
History/social science	<i>A People's History of the United States</i> , Howard Zin	2019
History/social science	<i>A Young People's History of the United States</i> , Howard Zin	2019
History/social science	<i>Magruder's American Government</i> , Pearson	2023
History/social science	<i>Economics: New Ways of Thinking</i> , EMC Publishing	2023
History/social science	<i>The American Yawp: A Massively Collaborative Open U.S. History Textbook</i> Vol 1 & Vol 2, Stanford University Press; 1st edition	2023
World Languages	<i>Descubre</i> 1-3	2021
World Languages	<i>Imagina</i> , Vista higher learning	2022



School Facilities

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

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

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

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

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

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

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

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent FIT report	10/11/2023	



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



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/>.

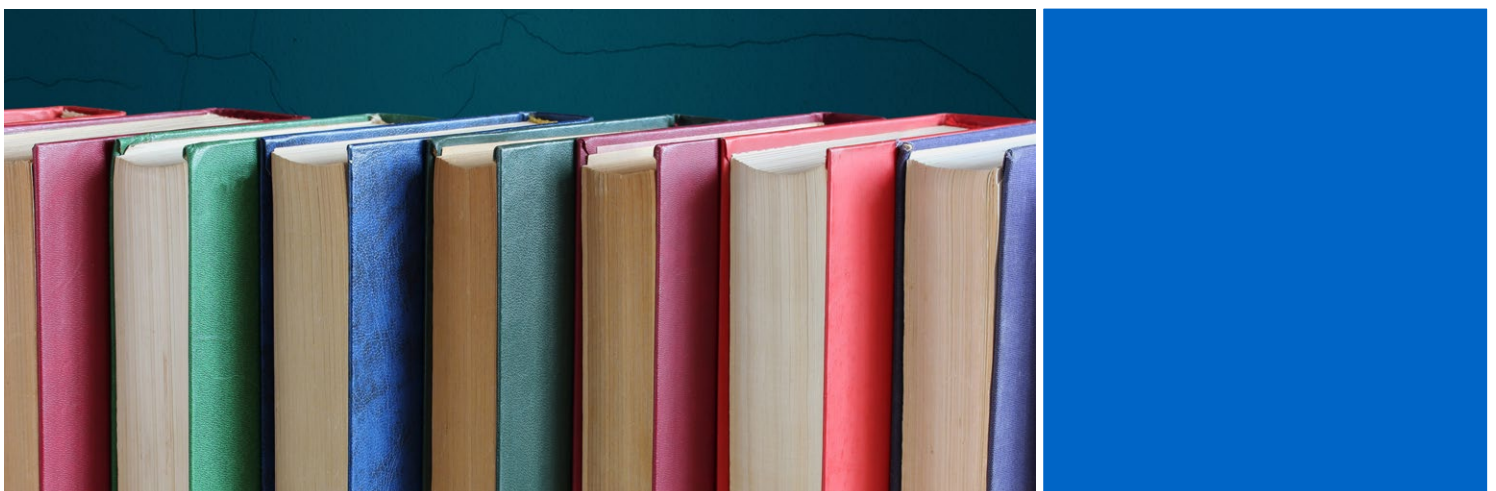
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.1	72.8%	469.9	81.8%	228,366.1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

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

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/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
Authorization/Assignment		
Permits and Waivers	0.0	0.0
Misassignments	2.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	0.0

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

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

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

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

Class Assignments

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

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

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.4%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	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
Pupils to Academic counselors	105:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.4
Resource specialist (nonteaching)	0.0



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. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data	2021-22 Fiscal Year	
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	\$72,753	\$57,234
Midrange teacher salary	\$110,855	\$95,466
Highest teacher salary	\$134,672	\$122,669
Average high school principal salary	\$205,751	\$173,197
Superintendent salary	\$284,828	\$277,571
Teacher salaries: percentage of budget	30.43%	31.17%
Administrative salaries: percentage of budget	4.72%	4.46%

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
TIDE Academy	\$23,476	\$84,709
Sequoia Union HSD	\$13,235	\$101,104
California	\$7,607	\$97,850
School and district: percentage difference	+77.4%	-16.2%
School and California: percentage difference	+208.6%	-13.4%

Types of Services Funded

Title I funds support a bilingual parent coordinator throughout the school year as well as a bilingual paraprofessional during summer school.



School Financial Data

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

School Financial Data	
2021-22 Fiscal Year	
Total expenditures per pupil	\$26,867
Expenditures per pupil from restricted sources	\$3,390
Expenditures per pupil from unrestricted sources	\$23,476
Annual average teacher salary	\$84,709

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.

School Accountability Report Card

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.