SARC

2019-20

School Accountability
Report Card
Published in 2020-21

TIDE Academy

Grades 9-12
CDS Code 41-69062-0138420

Allison Silvestri
Principal
asilvestri@seq.org

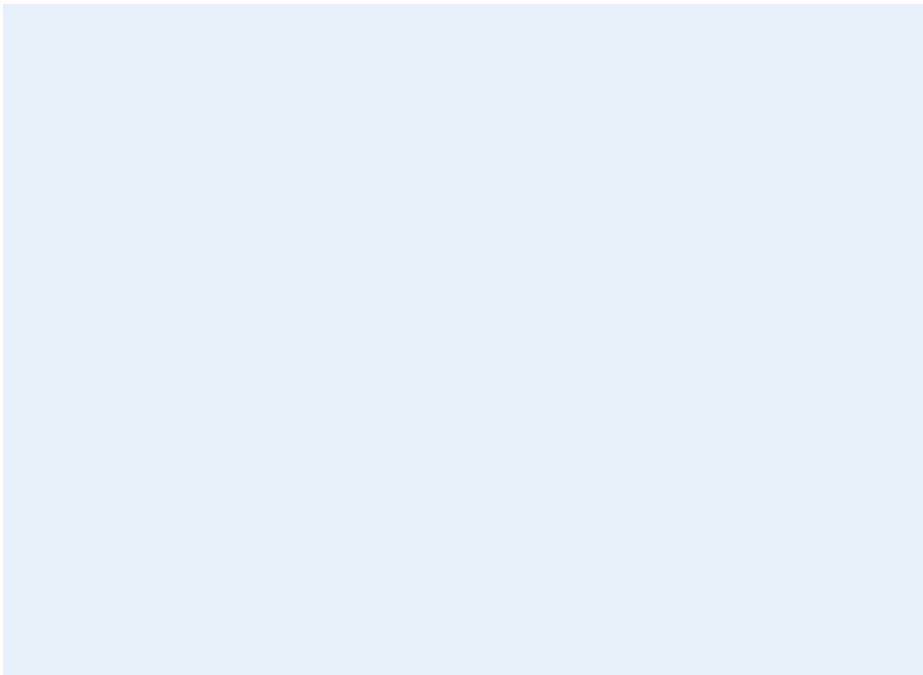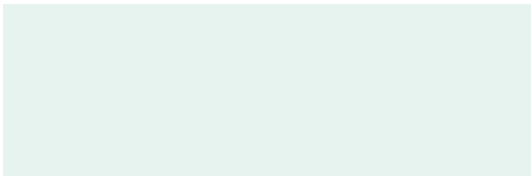150 Jefferson Drive
Menlo Park, CA 94025-1115
(650) 306-1755

https://www.tideacademy.org/

Para español, visita www.seq.org.

Sequoia Union High School District

480 James Avenue   Redwood City, CA 94062   ▪   www.seq.org

Crystal Leach, Interim Superintendent   ▪   cleach@seq.org   ▪   (650) 369-1411

Principal's Message

Technology, Innovation, Design, and Engineering (TIDE) Academy launched in August 2019 as the first public high school within the Peninsula to focus on training students to be the future of Silicon Valley. The school is open only to students in grade 9 with the intention of adding a grade each year. As of 2020-21, TIDE has expanded to include students in grade 10. Students come from as far north as Belmont and as far south as Portola Valley. TIDE is located in East Menlo Park in an industrial setting amidst Facebook's campuses.

Teachers at TIDE Academy will develop the critical skills and aspirations of each student through the intimate attention of a small-school setting. All curriculum will be Science, Tech, Engineering, Art and Math (STEAM), with project-based and interdisciplinary learning as a focal point. All students will take dual-enrolled community college classes in English, history, science, math and computer science, earning them college credit and preparing them for post-secondary success. Each student will also participate in work-based learning experiences in varied STEM industry sectors while developing their interpersonal skills in our Nucleus Advisory. The TIDE experience will culminate in nurturing the head, the hands and the heart of students, equipping them with 21st century knowledge and skills.

School Mission Statement

At TIDE Academy, we engage in interdisciplinary and inquiry-based units of study. Students grapple with the complexity of systems thinking to create dynamic and socially just solutions to our world's known and unknown challenges. We spark students' interests, cultivate their creative abilities and provide opportunities to apply future-now skills.

School Vision Statement

An educational community that equips students to see the connections between culture, technology, math, science and the arts to act as solutionaries for an evolving social and professional landscape.

Parental Involvement

Parent volunteers are a critical support to TIDE. Parents fill in when classified staff are away at trainings or call in absent. Additionally, they have assisted with barcoding and labeling new books and textbooks, tutoring students at lunch, and decorating the campus for the holidays and seasons. Parents also volunteer on subcommittees of our newly formed foundation.

TIDE parents are actively involved across several areas and have been an integral support as we opened the school. Our principal communicates directly with parents via email on an almost weekly basis to keep them abreast of building updates, safety notifications and transport logistics. Parent involvement opportunities are communicated through the TIDE Newsletter, which goes out monthly and covers a variety of school-related topics and is contributed to by the principal, student writers and parents. In addition, our administration operates an active TIDE Facebook group where we post important announcements, volunteer opportunities, parent/student support strategies and photos to show the community what is going on at our campus.

Our TIDE Foundation is run by parent volunteers and has 501(C)3 status. Monthly meetings are happening to lay the groundwork of the foundation and ensure it is a financially productive entity. Finally, parents participate on the School Site Council that meets quarterly. This provides them with the opportunity to participate in shared decision-making of school operations and safety.

We have held individual student meetings as well as parent events to support students who are struggling academically. The counselor also meets with parents and provides parent seminars on college preparation (academics, socio-emotional, and finances as well as what parents can do right now to facilitate student readiness).

For more information on how to become involved, please contact Rocio Chavez, school secretary at (650) 306-1755 or at rchavez@seq.org.

School Safety

TIDE reviews the comprehensive school safety plan each year, which involves an update each May. Updated emergency binders contain a comprehensive school safety plan for various drills that include intruder, fire and earthquake. Classroom emergency packs include a yearly inventory and are distributed to all classrooms each August. 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 and 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 and orderly environment to support teaching and learning. We inform all students of the behavior policy by a presentation at the beginning of the school year. The behavior policy is on the school website and in the school handbook. TIDE dress code provides students with guidelines for acceptable attire 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 February 2021.

School Accountability Report Card

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

District Mission Statement

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

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

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

Board of Trustees

Enrollment by Grade

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

2019-20 Enrollment by Grade

9 | 103

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.
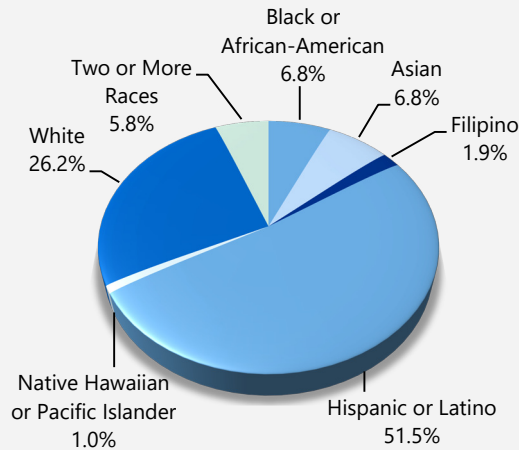
Enrollment by Student Group

The total enrollment at the school was 103 students for the 2019-20 school year. The pie chart displays the percentage of students enrolled in each group.
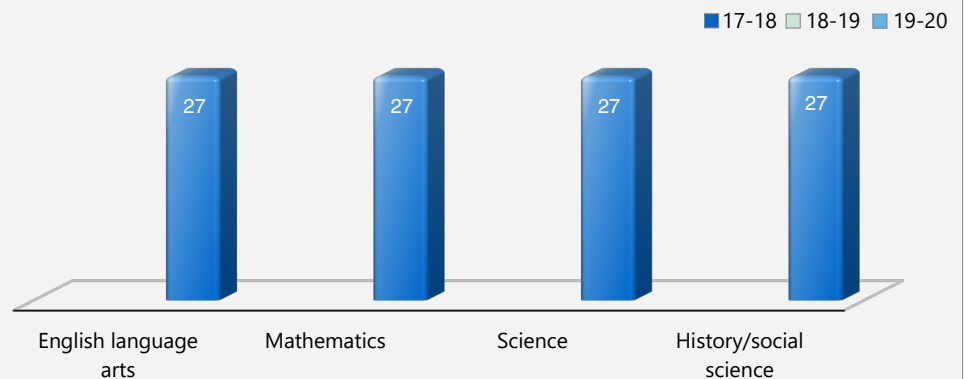
Demographics | 2019-20 School Year

Black or African-American 6.8%
Asian 6.8%
Two or More Races 5.8%
Filipino 1.9%
White 26.2%
Native Hawaiian or Pacific Islander 1.0%
Hispanic or Latino 51.5%

	2019-20 School Year
Socioeconomically disadvantaged	46.60%
English learners	18.40%
Students with disabilities	13.60%
Foster youth	0.00%
Homeless	0.00%

Class Size Distribution

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

Average Class Size | Three-Year Data

■ 17-18 □ 18-19 ■ 19-20

English language arts	Mathematics	Science	History/social science
27	27	27	27

Number of Classrooms by Size | Three-Year Data

Subject	2017-18			2018-19			2019-20		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	✕	✕	✕	✕	✕	✕		1	
Mathematics	✕	✕	✕	✕	✕	✕		2	
Science	✕	✕	✕	✕	✕	✕		1	
History/social science	✕	✕	✕	✕	✕	✕		1	

✕ TIDE Academy opened in the 2019-20 school year therefore no class size data is available for 2017-18 and 2018-19.

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Tide Academy		Sequoia Union HSD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
Science	✖	◈	✖	◈	30%	◈

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Tide Academy		Sequoia Union HSD		California	
Subject	18-19	19-20	18-19	19-20	18-19	19-20
English language arts/literacy	✖	✧	68%	◈	51%	◈
Mathematics	✖	✧	49%	◈	40%	◈

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

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

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2019-20 School Year
Percentage of Students Meeting Fitness Standards	Tide Academy
	Grade 9
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

✖ TIDE Academy opened in the 2019-20 school year therefore no class size data is available for 2017-18 and 2018-19.

✧ Not applicable, Tide Academy only served 9th graders in 2019-20.

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

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

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

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

The table on the following page displays the percentage of students that met or exceeded state standards in science. No scores are available for English language arts/literacy and mathematics for the school by student group because Tide Academy only served 9th graders in 2019-20.

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

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

CAASPP Results by Student Group: Science (high school)

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

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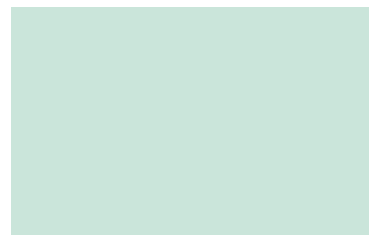
Career Technical Education Programs

As of the 2019-20 academic year, TIDE Academy had only one class of 9th graders. The Career Technical Pathways will begin in the 2020-21 academic year. Students will be able to select Computer Programming/Science or Digital Media Marketing. Both which will be dual enrolled through Foothill College.

Graduation and Dropout Rates

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

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	16-17	17-18	18-19	16-17	17-18	18-19
Tide Academy	✖	✖	✖	✖	✖	✖
Sequoia Union HSD	88.10%	88.90%	86.00%	4.20%	5.60%	9.90%
California	82.70%	83.00%	84.50%	9.10%	9.60%	9.00%

"Teachers at TIDE Academy will develop the critical skills and aspirations of each student through the intimate attention of a small-school setting."

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

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

UC/CSU Admission	2018-19 and 2019-20 School Years
	Tide Academy
Percentage of students enrolled in courses required for UC/CSU admission in 2019-20	0.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2018-19	✖

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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Advanced Placement Courses

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

Advanced Placement Courses	
2019-20 School Year	
Percentage of total enrollment enrolled in AP courses	0%
Number of AP courses offered at the school	0
Number of AP Courses by Subject	
Computer science	0
English	0
Fine and performing arts	0
Foreign language	0
Mathematics	0
Science	0
Social science	0

✖ TIDE Academy opened in the 2019-20 school year with only 9th graders therefore no data is available for the school.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2020-21 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbooks

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

Currency of Textbooks	
2020-21 School Year	
Data collection date	9/16/2020

Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 16, 2020. All students in the district have the textbooks and instructional materials needed for their classes. All textbooks were chosen using the state and local governing board approved lists. As such, the textbook content fits with the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2020-21 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*The Absolutely True Diary of a Part-Time Indian*, Little Brown and Company	2018
Reading/language arts	*I Know Why the Caged Bird Sings*, Ballantine Books	2018
Reading/language arts	*Of Mice and Men*, Penguin Books	2018
Reading/language arts	*The 57 Bus*, Farrar Straus Giroux Books for Young Readers	2018
Reading/language arts	*Feed*, Candlewick Press	2018
Reading/language arts	*Kindred*, Olivia Butler	2019
Reading/language arts	*A Raisin in the Sun*, Lorraine Hansberry	2019
Reading/language arts	*Enrique's Journey*, Sonia Nazario	2019
Mathematics	*Illustrative Math*, Kendall Hunt Publishing	2018
Mathematics	*Algebra 1*, Kendall Hunt Publishing	2018
Mathematics	*Algebra 1: Support*, Kendall Hunt Publishing	2018
Mathematics	*Geometry*, Kendall Hunt Publishing	2018
Mathematics	*Algebra 2*, Kendall Hunt Publishing	2018
Mathematics	*Precalculus*, Stewart, Redlin, Watson	2019
Science	*Conceptual Physics*, 12th Edition; Pearson	2018
History/social science	*Modern World History*, Houghton Mifflin Harcourt	2018
History/social science	*A People's History of the United States*, Howard Zin	2019
History/social science	*A Young People's History of the United States*, Howard Zin	2019
World Languages	*Avancemos*, Holt McDougal	2019

Quality of Textbooks

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

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

School Facility Good Repair Status

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

School Facility Good Repair Status	2020-21 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	12/9/2020
Date of the most recent completion of the inspection form	12/9/2020

Deficiencies and Repairs

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

Deficiencies and Repairs		2020-21 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	All systems are being monitored by district maintenance since the campus is a year old. Plumbers, electricians, grounds are making sure all systems are working as supposed too.	Ongoing since July 1st 2019 until now 12/12/20.
Cleanliness	There is one custodian assigned to the site. Lead plant manager helps manage property. Daily cleaning.	Ongoing.
Safety	Fire alarm panel in fault. Outside contractor, Sound and signal, was called to fix the system.	10/27/2020

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, two innovation labs, 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.

The school is cleaned on a daily basis. The janitorial staff consists of one person with a plant manager, who is primarily at our large, neighboring comprehensive high school.

Office spaces are designated for use by the registrar, nurse, special education case manager and administration. The remaining offices are designated as collaboration spaces for the teaching faculty.

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

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates. The 2019-20 suspension and expulsion rate data are not comparable to prior year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to prior years. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates		
Suspension Rates		
	17-18	**18-19**
Tide Academy	✕	✕
Sequoia Union HSD	10.7%	6.0%
California	3.5%	3.5%
Expulsion Rates		
	17-18	**18-19**
Tide Academy	✕	✕
Sequoia Union HSD	0.1%	0.0%
California	0.1%	0.1%

Suspension Rates	
	19-20
Tide Academy	8.7%
Sequoia Union HSD	4.0%
California	2.5%
Expulsion Rates	
	19-20
Tide Academy	0.0%
Sequoia Union HSD	0.0%
California	0.1%

✕ TIDE Academy opened in the 2019-20 school year therefore no data is available for the school.

Types of Services Funded

No types of services funded for TIDE Academy.

Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Sequoia Union HSD	Tide Academy		
Teachers	20-21	18-19	19-20	20-21
With a full credential	538	✖	10	14
Without a full credential	0	✖	0	0
Teaching outside subject area of competence (with full credential)	0	✖	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Tide Academy		
Teachers	18-19	19-20	20-21
Teacher misassignments of English learners	✖	0	0
Total teacher misassignments	✖	0	0
Vacant teacher positions	✖	0	0

Professional Development

In the 2019-20 academic year, the teaching faculty and administration met weekly to address timely concerns. For example, in one of the weekly meetings, a concern about the implementation and consistency of equitable grading practices was brought to light. This led to additional, compensated meeting time in the evenings in order to come to agreements across all subject areas. In addition to weekly meetings, the math team collaborated once a week before school and we had an early release the last Thursday of the month that was dedicated to interdisciplinary collaboration.

The district had three full day releases embedded throughout the school year. One-and one-half days were hosted by the district to bring teachers across the district together to collaborate and analyze common, standardized assessments. Site professional development days were dedicated to interdisciplinary, curriculum planning, creating culminating projects, and restorative practices.

Teachers could opt to have a Peer Assistance Review (PAR) coach to mentor them and assist with curriculum planning and instruction. Seven out of the 10 teachers were working with a PAR coach. Furthermore, and per the certificated contract, teachers are evaluated by site administrators and provided feedback based on the California Teaching Standards.

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

Professional Development Days	Three-Year Data		
	2018-19	2019-20	2020-21
Number of school days dedicated to staff development and continuous improvement	✖	3	5

✖ TIDE Academy opened in the 2019-20 school year therefore no data is available for the school.

Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2019-20 School Year	
	Ratio
Pupils to Academic counselors	108:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	0.20
Nurse	0.20
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

Financial Data

The financial data displayed in this SARC is from the 2018-19 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2018-19 Fiscal Year
	Sequoia Union HSD	**Similar Sized District**
Beginning teacher salary	$67,068	$52,670
Midrange teacher salary	$102,192	$89,660
Highest teacher salary	$124,148	$112,761
Average high school principal salary	$189,150	$158,074
Superintendent salary	$250,025	$250,285
Teacher salaries: percentage of budget	30%	32%
Administrative salaries: percentage of budget	4%	5%

Financial Data Comparison

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

Financial Data Comparison		2018-19 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Tide Academy	✘	✘
Sequoia Union HSD	$5,426	$104,998
California	$7,750	$90,287
School and district: percentage difference	✘	✘
School and California: percentage difference	✘	✘

School Financial Data

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

School Financial Data	
2018-19 Fiscal Year	
Total expenditures per pupil	✘
Expenditures per pupil from restricted sources	✘
Expenditures per pupil from unrestricted sources	✘
Annual average teacher salary	✘
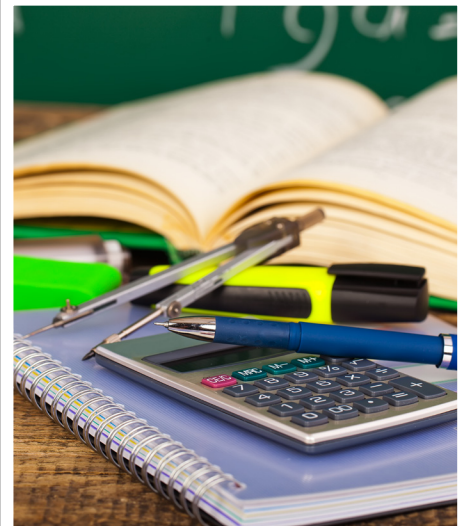
Expenditures Per Pupil

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.

✘ TIDE Academy opened in the 2019-20 school year therefore no data is available for the school.

School Accountability Report Card