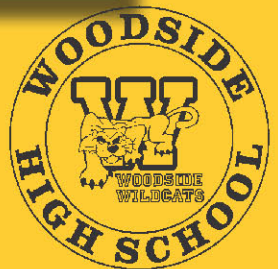
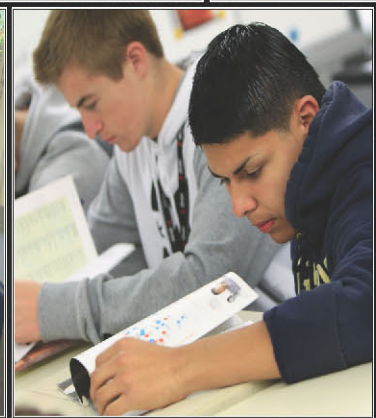
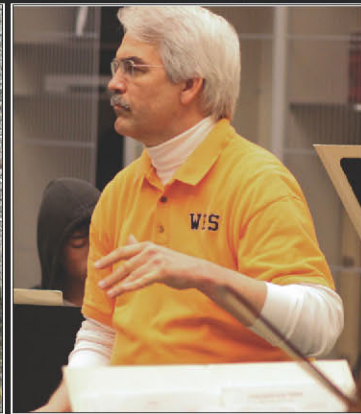


APPENDIX



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Acronym	Definition	Remarks
AIS	Advanced Integrated Science	9th grade class
ALS	Action Learning Systems	Providing PI, staff development
AMAO	Annual Measurable Achievement Outcomes	Measure ELL student progress
AP	Advanced Placement	
API	Annual Performance Index	school rating
AS	Advanced Standing	9th, 10th advanced
AVID	Advancement Via Independent Determination	Support for underrepresented
AVP	Assistant Vice Principal	Calderon, Campbell
AYP	Adequate Yearly Progress	NCLB criteria
BOSA	Board of Student Affairs	Student government
BRT	Bilingual Resource Teacher	Works with EL population
BSU	Black Student Union	Student club
BUILD	Entrepreneurship training	Support program - for at risk
CAHSEE	CA High School Exit Exam	Passing required
CAN	Critical Academic Need	WASC Criteria
CAT 6	California Achievement Test 6	Standardized test
CBED	California-Based Educational Data System	Student/school data
CDE	California Department of Education	
CELDT	California English Language Development Test	Test for ELL - 5 levels
CLAD	Cross Cultural, Language and Academic Development	Teacher certification
CLEAP	Citizens for a Lawful and Effective Attendance Policy	Lawsuit re attendance
CLG	Collaborative Learning Groups	ALS training by group
CPM	Categorical Program Monitoring	Review categorical programs
CPS	Child Protective Services	Mandatory reporters
CST	California Standards Test	standards exam
CTE	Career Tech Education	Academies
DAIT	District Assistance Intervention Team	Program Improvement- ALS
DC's	Department Chairs	Facilitate Department Goals
DII	Direct Interactive Instruction	EPC standard
ELAC	English Language Advisory Council	Parent group for ELL students
ELL	English Language Learners	Sometimes EL
EPC	Essential Program Component	DAIT prescriptions for P.I.
ESL	English as a Second Language	Newer arrivals
ESLR	Expected Schoolwide Learning Results	set of skills (WASC)
FEP	Fully English Proficient	Also used as a verb
FTE	Full Time Equivalent	Full time employee
GATE	Gifted and Talented Education	Categorical funds
GED	General Education Development	Test - instead of diploma
IEP	Individual Education Plan	Special Education
IVP	Instructional Vice Principal	Diane Mazzei
KLEAR	Kids Learning Empathy And Respect	Anti-hate/bullying
LEA	Local Educational Area	school district
LEP	Limited English Proficient	Class designation
LIF	Limited Intellectual Functioning	Sp.Ed - separate classroom
MESA	Mathematics, Engineering, Science Advancement	Support for underrepresented
NCLB	No Child Left Behind	GW's plan
PAR	Peer Assistance and Review	teacher support/ training

PI	Program Improvement	Not making AYP/API
PSAT	Preliminary Scholastic Aptitude Test	Junior-National Merit
PTSA	Parent Teacher Student Association	parent group
ROP	Regional Occupation Program	Work-study
RSP	Resource Specialist Program	Special Education
SAC	Subject Area Council	Department chairs from each site
SARC	School Accountability Report Card	
SAT	Scholastic Aptitude Test	College entrance
SDAIE	Specially Designed Academic Instruction in English	instruction for FEP ELs
SDC	Special Day Class	Special Education
SDMC	Shared Decision Making Council	School governance
SDRT	Stanford Diagnostic Reading Test	assesses reading levels
SDTA	Sequoia District Teachers' Association	union
SED	Socioeconomically Disadvantaged	significant statistical group
SEP	Senior Exhibition Project	Senior requirement
SLC	Small Learning Communities (9th and 10th)	Team taught SDC and others
SLIP	School Library Improvement Program	Site Council funding
SMCOE	San Mateo County Office of Education	Twin Dolphin Dr.
SMERC	San Mateo Educational Research Center	Teacher resources
SOS	Students Offering Support	Peer leaders
SSC	School Site Council	School governance
SSR	Silent Sustained Reading	20 min schoolwide reading time
SST	Student Study Team	Previously Concernment
STAR	Standardized Testing and Reporting	Standards test
STEP II	Sequential Tests of Educational Process (series II)	Basic math test - placement
SUHSD	Sequoia Union High School District	school district
SWD	Students with Disabilities	
TA	Teaching Assistant	student help
TIP	Teacher Induction Program	new teacher support
WASC	Western Association of Schools and Colleges	Accreditation
WHS	Woodside High School	

Current Implementation of EPCs

9/27/11

Question: Is the district moving students up a performance band/year?

	EPC	Notes Questions/Agreements From Principal's Council	SUHSD Mandates
1	INSTRUCTIONAL PROGRAM – do we have adopted programs and are we using them <i>as designed</i> ?	<ul style="list-style-type: none"> • Placement Charts and materials in place 	<ul style="list-style-type: none"> • Placement chart for English I, II, ELD, and math (readiness through geometry) • Use of State-adopted/Board adopted <i>Prentice Hall, Milestones, Read 180</i>
2	INSTRUCTIONAL TIME – are we allotting the recommended time for instruction?	<ul style="list-style-type: none"> • Master Schedules in place 	<ul style="list-style-type: none"> • Time is consistent with strategic and intensive courses (90-100 min per day)
3	LESSON PACING GUIDE – do we have and use district-wide pacing guides in this subject?	<ul style="list-style-type: none"> • Teachers will convene to modify the guide in December • Teachers will meet to complete the guide in the Fall • AS/ICAP will send in pacing guides integrating PH • Grade level teams will decide on supplements as needed and as a team 	<ul style="list-style-type: none"> • District pacing guide created • Used as a guide for grade level teams • AS/ICAP has a modified plan that uses novels and agreed upon texts from <i>Prentice Hall</i> • Benchmark classes can use novels for outside reading, after the CST, or to address the power standard (R 2.4) with works from <i>Prentice Hall</i> (specifically works by Gary Soto)
4	SITE ADMIN. INSTRUCTIONAL LEADERSHIP TRAINING – have all school admin been trained how to ensure 1 and 3 are happening?	Completed?	<ul style="list-style-type: none"> • Administrators need to complete 40-hour Module One Instructional Materials Training (Tier II)
5	CREDENTIALLED TEACHERS P.D. OPPORTUNITIES – are all teachers trained in how to use adoptions <i>as designed</i> ?	In process	<ul style="list-style-type: none"> • As of 1/12, English I, II (Prentice Hall and Read 180) and ELD teachers will complete the AB 472 Instructional Materials Training (3 days)
6	ONGOING INSTRUCTIONAL ASSISTANCE AND SUPPORT – are coaches regularly and systematically helping teachers improve instructional practice?	<ul style="list-style-type: none"> • Need spring dates for coaching training • Ensure that math demos and training connect to math 	<ul style="list-style-type: none"> • Action Learning Systems will coach English I, II, and algebra I teachers (District coaches in English, math, and reading are engaged in this process too)
7	STUDENT ACHIEVEMENT MONITORING SYSTEM – do regular assessments inform instruction?	<ul style="list-style-type: none"> • Get calendar of all benchmarks to principals-DONE 	<ul style="list-style-type: none"> • Benchmarks (English I, II since 2009-10, ELD since 2010-11, Algebra I) • DataDirector
8	MONTHLY COLLABORATION	<ul style="list-style-type: none"> • This year discussions will center around ELA/ELD 	<ul style="list-style-type: none"> • Professional Development August 5th (suggested protocol)

	<p>BY GRADE LEVEL OF PROGRAM FOR TEACHERS – FACILITATED BY THE PRINCIPAL – does the principal review data (i.e. benchmarks) and monitor instructional efforts resulting from data analysis?</p>	<p>only.</p> <ul style="list-style-type: none"> • Use calendar of benchmarks to create calendar of meetings for principals- DONE • Brandon/Kristin/Hector/Jessica do preliminary work to give Princ. Data points and guiding questions (compare data to district-other sites, print out relevant reports)- IN PROCESS • Include SPED teachers in benchmark discussions 	<ul style="list-style-type: none"> • In process
9	<p>FISCAL SUPPORT – are we adequately funding EPCs 1-8?</p>		<ul style="list-style-type: none"> • Restricted lottery funds • Textbooks purchased • Staff development planned or completed • Consultant Contracts

VISION/PURPOSE			
Last Name	First Name	Focus Group	Dept./stakeholder
Akey	Ann	A: Vision/Purpose	Science
Blondel	Marcia	A: Vision/Purpose	English
Bujtor	Autumn	A: Vision/Purpose	Student
De Francesco	Rick	A: Vision/Purpose	English
Del Selva	Juliette	A: Vision/Purpose	Student
Dunlap	Emily	A: Vision/Purpose	Student
Felsenfeld	Herb	A: Vision/Purpose	Spec. Ed.
Field	Lori	A: Vision/Purpose	Autism
Fowler	Jenna	A: Vision/Purpose	Student
Greco	Gino	A: Vision/Purpose	Student
Harmon	Dylan	A: Vision/Purpose	Student
Hernandez	Eloisa	A: Vision/Purpose	Classified
Hines	Denise	A: Vision/Purpose	Classified
Jack	Georgie	A: Vision/Purpose	Parent
Kaddoura	Haddi	A: Vision/Purpose	Math
Katz	Maryn	A: Vision/Purpose	Student
Lam	Bich-Nga	A: Vision/Purpose	Math
Lemmons	Troy	A: Vision/Purpose	Autism
Lo	Ernie	A: Vision/Purpose	Science
Martinucci	Lori	A: Vision/Purpose	Classified
Mataulj	Zorina	A: Vision/Purpose	Guidance
Moffat	Emily	A: Vision/Purpose	Student
Negri	Francisco	A: Vision/Purpose	Guidance
Nguyen	Binh	A: Vision/Purpose	Math
Petromilli	Jeff	A: Vision/Purpose	Student
Prodomo	Lisa	A: Vision/Purpose	English
Reibstein	Mark	A: Vision/Purpose	English
Reilly	David	A: Vision/Purpose	Admin.
Ringman	Lindsay	A: Vision/Purpose	Student
Roman	Christina	A: Vision/Purpose	Autism
Seybert	Heather	A: Vision/Purpose	Student
Shannon	David	A: Vision/Purpose	Math
Silvestri	Alexa	A: Vision/Purpose	Student
Soulard	Kathy	A: Vision/Purpose	Classified
Stevenson-Smith	Lauren	A: Vision/Purpose	Student
Waters	Christle	A: Vision/Purpose	Art
Welch	Marian	A: Vision/Purpose	Spec. Ed.
ORANGE =	Collab 2/Focus Group	Facilitators	

CURRICULUM

Adams	Emma	B: Curriculum	Student
Advadhani	Ashwimi	B: Curriculum	Science
Arias-Martinez	Yanet	B: Curriculum	Classified
Baumgartel	Jill	B: Curriculum	Science
Blanding	Aaron	B: Curriculum	OI
Cathcart	Krystal	B: Curriculum	OI
Cifuentes	Penny	B: Curriculum	Classified
Coughlin	Kathleen	B: Curriculum	English
Davenport	Ronnie	B: Curriculum	Classified
Degnan	Michael	B: Curriculum	Student
Ezrati	Joe	B: Curriculum	Science
Finander	Stephanie	B: Curriculum	Science
Gabe	Juan	B: Curriculum	OI
Gomez	Julietta	B: Curriculum	Classified
Gruszynski	Greg	B: Curriculum	Social Studies
Herrera	Alexa	B: Curriculum	Student
House	Diana	B: Curriculum	Social Studies
Hsu	Shuyan	B: Curriculum	World Lang.
Jury-Fogel	Luana	B: Curriculum	Student
Krosse	Lillian	B: Curriculum	Student
Lopez	Maricela	B: Curriculum	Classified
Mainz	Ryan	B: Curriculum	Student
Makasini	Paula	B: Curriculum	OI
Mazzei	Diane	B: Curriculum	Admin.
Mendoza	Noelle	B: Curriculum	Math
Pehle	Jared	B: Curriculum	Classified
Peterson	Karen	B: Curriculum	Community
Reese	Chris	B: Curriculum	Science
Rhodehouse	Sue	B: Curriculum	English
Rizkalla	Monique	B: Curriculum	English
Sagagun	Matt	B: Curriculum	Science/Math
Scully	Marissa	B: Curriculum	Student
Slater	Tom	B: Curriculum	Classified/IT
Swan	Tony	B: Curriculum	BRT
Tolles	Bill	B: Curriculum	Art
Tsui	Kevin	B: Curriculum	PE
Vega	Rafael	B: Curriculum	Classified
Wedemeyer	Keli'l	B: Curriculum	Classified
Woodruff	Barry	B: Curriculum	Art
Yang	Felicia	B: Curriculum	Math
Yeung	Daisy	B: Curriculum	Science

York	Christina	B: Curriculum	Student
INSTRUCTION			
Alvarez	Adele	C: Instruction	English
Buckland-Murray	Gay	C: Instruction	World Lang.
Bujtor	Alaina	C: Instruction	Student
Campbell	Aaron	C: Instruction	Art
Carpenter	Glenn	C: Instruction	Math
Chilton	Jack	C: Instruction	Student
Cirincione	Peter	C: Instruction	Social Studies
Creech	Janet	C: Instruction	Science
Dorsey	Karen	C: Instruction	World Lang.
Estrada	Sarah-Mei	C: Instruction	Math
Freed	Leslie	C: Instruction	Spec. Ed.
Gelb	Josh	C: Instruction	Math
Gilley	Patty	C: Instruction	World Lang.
Gonzalez	Sara	C: Instruction	Classified
Handler	Ilka	C: Instruction	Science
Jimenez	Priscila	C: Instruction	Classified
Krampert	Jacie	C: Instruction	English
Lozada	Edwin	C: Instruction	World Lang.
Marten	Julie	C: Instruction	Art
Menacha	Jose	C: Instruction	OI
Murphy	Charlotte	C: Instruction	Classified
Nixon	Molly	C: Instruction	World Lang.
Nordstrom	Kelly	C: Instruction	World Lang.
Ortez	Jenny	C: Instruction	Social Studies
Orvis	Angela	C: Instruction	OI
Pedrin	Leslie	C: Instruction	PE
Prado	Juan Carlos	C: Instruction	World Lang.
Rodriquez	Juan	C: Instruction	Classified
Roman	Briana	C: Instruction	Student
Rubin	Josh	C: Instruction	Math
Sala	Connie	C: Instruction	Classified
Soroten	Rachel	C: Instruction	Math
Stafford	Randi	C: Instruction	Student
Tuipulotu	Albert	C: Instruction	Classified
Vakili	Niloo	C: Instruction	Math
Vasquez	Lisa	C: Instruction	English
Vasquez	Oscar	C: Instruction	OI
Wachtler	Catherine	C: Instruction	Math
With	Leslie	C: Instruction	Activities
Zelaya	Lupe	C: Instruction	Classified

ASSESSMENT

Aldrich	Marin	D: Assessment	Social Studies
Andrews	Justin	D: Assessment	Social Studies
Ayers	Dana	D: Assessment	Social Studies
Camera	Lisa	D: Assessment	English
Cara	Klackle	D: Assessment	Spec. Ed.
Coleman	Shelley	D: Assessment	Social Studies
Donnellan	Forrest	D: Assessment	Social Studies
Eaton	Alan	D: Assessment	World Lang.
Edel	David	D: Assessment	Spec. Ed.
Ettlin	Eric	D: Assessment	Math
Flores-Robles	Lupe	D: Assessment	Classified
Garcia	Pablo	D: Assessment	Classified
Green	Vickie	D: Assessment	Guidance
Guillen	Chris	D: Assessment	Student
Hawthorne	Katie	D: Assessment	Social Studies
Hopkins	Shari	D: Assessment	Spec. Ed.
Ighanian	Shomace	D: Assessment	Science
Ken	Anne	D: Assessment	Library
Kolber	Arlene	D: Assessment	Science
Lera	Nick	D: Assessment	English
Linscheid	Heidi	D: Assessment	Spec. Ed.
Lynch	Laurie	D: Assessment	Spec. Ed.
Malouf	Samer	D: Assessment	Math
Mcleod	Makalia	D: Assessment	Student
Medina	Maricela	D: Assessment	Classified
Mendelsohn	Judy	D: Assessment	Parent
Montoya	Jasmine	D: Assessment	Student
Ortiz	Davina	D: Assessment	Science
Patel	Meet	D: Assessment	Student
Piehl	Carole-Anne	D: Assessment	Science
Porter	Wendy	D: Assessment	Social Studies
Pretto	Lexie	D: Assessment	English
Ranganath	Pamela	D: Assessment	LIF
Rezvani	Pam	D: Assessment	Spec. Ed.
Roberts	Andrea	D: Assessment	Spec. Ed.
St. John	Erica	D: Assessment	English
Taylor	Nicole	D: Assessment	English
Uptegraft	Fleur	D: Assessment	English
Velschow	Chuck	D: Assessment	Social Studies
Wilson	Susie	D: Assessment	Spec. Ed.
Zargar	Pilla	D: Assessment	English

SCHOOL CULTURE

Abbey	Donna	E: School Culture	Foods
Adler	Deborah	E: School Culture	Parent
Allen	Donna	E: School Culture	Classified
Anderson	Katie	E: School Culture	Student
Arostegui	Glenda	E: School Culture	LIF
Barling	Lucie	E: School Culture	Math
Bedel	Lauren	E: School Culture	Student
Bet	Eric	E: School Culture	Student
Brass	Catrice	E: School Culture	LIF
Bryant	Kenny	E: School Culture	Classified
Calderon	Alvaro	E: School Culture	Admin.
Camarena	Joab	E: School Culture	Student
Campbell	Maureen	E: School Culture	Admin.
Cervantes	Jesus	E: School Culture	Social Studies
Clary	Nicole	E: School Culture	Student
Dessus	Elaine	E: School Culture	Guidance
Diesel	Geoff	E: School Culture	Art
Downing	Sharlett	E: School Culture	Guidance
Emrick	Lynn	E: School Culture	Business tech.
Feudale	Kathy	E: School Culture	LIF
Hale	Gail	E: School Culture	English
Hickman	Sydney	E: School Culture	Student
Hultquist	Grace	E: School Culture	Student
Jaggers	Kathryn	E: School Culture	Student
Kahn	Kandy	E: School Culture	LIF
Koop	Shannon	E: School Culture	Student
Marroquin	Eddie	E: School Culture	Classified
Menendez	Delmy	E: School Culture	LIF
Miller	Seth	E: School Culture	Spec. Ed.
Moses	Michael	E: School Culture	Math
Motylewski	Rich	E: School Culture	PE
Mueller	Tony	E: School Culture	English
Nicolopoulos	Steve	E: School Culture	PE
Patane	Kristen	E: School Culture	Classified
Perdikomatis	Laura	E: School Culture	PE
Peterson	Karen	E: School Culture	Community
Pockalny	Jared	E: School Culture	Student
Sidley	Gwen	E: School Culture	Art
Staves	Nancy	E: School Culture	Phoenix
Vanian	Aaron	E: School Culture	English
Vann	Sara Grace	E: School Culture	Guidance

Yuen
Zepeda

Sabina
Rosie

E: School Culture
E: School Culture

Student
Classified

My Voice Survey Student Report

Woodside High School

10/24/11

Data processed by:

QISA
29 Falmouth St.
Portland, ME 04103



www.myvoicesurvey.com

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INTRODUCTION

The Role of Student Aspirations in Today's Schools

When students have high aspirations, *they have the ability to dream about the future and take steps in the present to reach those goals*. Whether their goal is to learn algebra or a trade, get good grades or go to university, today's students want to be successful. Too often, however, students can't reach their future goals and dreams because the conditions around them are not supportive. As a result, their aspirations flounder and achievement wanes.

In order for students to have and sustain high aspirations, the conditions that enable them to reach their goals must be in place. These conditions are known as the **8 Conditions that Make a Difference®** and are a critical, often overlooked part of education and school improvement initiatives.

The *8 Conditions that Make a Difference* in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations.

The **8 Conditions** are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*.

All members of the school community can foster the **8 Conditions**, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

The My Voice Student Aspirations Survey

The My Voice Student Aspirations Survey assesses student aspirations by asking students questions based on each of the **8 Conditions**. By asking students how they perceive their school environment, *My Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve, and how well students believe their school is meeting those objectives.

Measuring Student Aspirations in Your School

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *My Voice* survey is meant to help your school explore the **8 Conditions** as they relate to your school's unique mission. Areas of strength and areas of concern can be gleaned from the data, but must be interpreted within the school culture and weighted in importance by teachers, senior managers, and students. In conjunction with other information about your school, community, and students, *My Voice* is a powerful tool for initiating innovative, meaningful, school change.

HOW TO USE THIS REPORT

The *My Voice* survey report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of students*. The purpose of this report is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

Demographics

- ❖ First, gain an overall picture of your students by looking closely at the demographic section of the report. Refresh your understanding of who your students are, their backgrounds, and how they spend their time.

The 8 Conditions

- ❖ Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that each condition can be explored individually.
- ❖ Look for connections among the results that warrant deeper discussion. For example, did a high percentage of students say they enjoy learning new things, while a high percentage also said school is boring? How might these two findings be related?
- ❖ Note areas of strength, and celebrate!
- ❖ Note areas of concern, and take steps to understand and make improvements.

Parents

- ❖ These questions reveal the *students' perceptions* of how their parents view their child's education. Such perceptions do not necessarily reflect what parents actually think, but rather provide important information about what students believe about their parents. These results can be used to begin conversations with parents, and between parents and their children, about what school means to them.

Keep in Mind

- ❖ Working with the results is a process, not an event;
- ❖ Critical analysis is much more time consuming than taking the survey itself;
- ❖ Comparisons within your own school (e.g., by Year Group level, gender, etc.) are often instructive;
- ❖ Ongoing conversations among colleagues *and students* provide the best way to gain a deeper understanding of the data;
- ❖ Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth;
- ❖ The purpose of this entire effort is to improve the teaching and learning environment in your school.

Woodside High School

DEMOGRAPHICS

The student demographic data are presented both as counts and as percentages.¹

Age of Students			Students Planning on Going to College			Participants in Co-curricular Activities		
Age	Count	Percent	College	Count	Percent	Co-curricular	Count	Percent of Students
9	1	0.1%	Yes	887	89.2%	Music	127	12.8%
10	2	0.2%	No	16	1.6%	Theater	0	0.0%
11	2	0.2%	Undecided	91	9.2%	Sports	0	0.0%
12	0	0.0%	TOTAL	994	100.0%	Academic Clubs	0	0.0%
13	1	0.1%				Student Council	0	0.0%
14	101	10.6%				Other	0	0.0%
15	225	23.5%				Not Involved	0	0.0%
16	257	26.9%				TOTAL	127	
17	256	26.8%						
18	104	10.9%						
19	7	0.7%						
20	0	0.0%						
TOTAL	956	100.0%						

Grade of Students		
Grade	Count	Percent
6	4	0.4%
7	0	0.0%
8	3	0.3%
9	257	25.6%
10	258	25.7%
11	264	26.3%
12	218	21.7%
TOTAL	1004	100.0%

Racial Heritage of Students		
Racial Heritage	Count	Percent ²
White	403	40.1
Black/Afr. Amer.	49	4.9
Hispanic/Latino	547	54.5
Asian	61	6.1
Native Hawaiian	12	1.2
Am. In./Alsk. Nat.	28	2.8
Other Pacific Islander	48	4.8
Other	69	6.9

Gender of Students		
Gender	Count	Percent
Male	464	46.6%
Female	532	53.4%
TOTAL	996	100.0%

THE 8 CONDITIONS THAT MAKE A DIFFERENCE

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions provide an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: there is nothing more important than motivating students to learn. The identified 8 Conditions may not represent an exhaustive list, but each is essential if we are to have ambitious, inspired, and goal-directed students. All schools must aim to create and cultivate these conditions in the lives of their students.

“Aspirations is the ability to dream about the future, while being inspired in the present to reach those dreams.”

-Dr. Russell J. Quaglia

Belonging

The Condition of Belonging means that a student is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for a student's feeling of well-being, social engagement, and competence. The condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. As a teacher, you have the opportunity to establish a culture of Belonging in your classroom, one that promotes your students' sense of well-being, connection, and self-belief.

BELONGING	Total in Agreement	Gender		Grade							
		Male	Female	6	7	8	9	10	11	12	
School is a welcoming and friendly place.	76%	77%	77%	75%	N/A	67%	75%	74%	80%	77%	
I feel accepted for who I am at school.	82%	84%	81%	75%	N/A	33%	81%	81%	85%	83%	
I have difficulty fitting in at school.	15%	17%	13%	25%	N/A	33%	14%	13%	16%	17%	
Teachers care about my problems and feelings.	52%	51%	52%	25%	N/A	33%	48%	47%	53%	59%	
I am proud of my school.	64%	63%	66%	25%	N/A	67%	68%	63%	65%	61%	
I am a valued member of my school community.	41%	42%	40%	75%	N/A	33%	40%	36%	44%	44%	
I think bullying is a problem at my school.	39%	37%	40%	50%	N/A	67%	35%	44%	36%	41%	
Teachers make an effort to get to know me.	58%	63%	54%	25%	N/A	0%	60%	55%	58%	62%	

Heroes

Heroes are the everyday people—teachers, friends, family—in a student's life who inspire them to excel and to make positive changes in attitude and life. Heroes are those a student can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. As a teacher, you can be a hero to your students. They can look up to you as someone to learn from and communicate with about many things. Building relationships with your students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

HEROES	Total in Agreement	Gender		Grade				Grade			
		Male	Female	6	7	8	9	10	11	12	
Students respect teachers.	42%	48%	38%	50%	N/A	33%	47%	34%	46%	42%	
I have a teacher who is a positive role model for me.	80%	77%	83%	25%	N/A	67%	76%	77%	82%	86%	
Teachers care about me as an individual.	58%	59%	57%	25%	N/A	33%	59%	54%	59%	61%	
Teachers care if I am absent from school.	46%	49%	43%	25%	N/A	0%	45%	41%	48%	51%	
If I have a problem, I have a teacher with whom I can talk.	53%	53%	54%	50%	N/A	33%	49%	48%	53%	66%	
Teachers respect students.	64%	65%	63%	50%	N/A	33%	69%	58%	65%	65%	
Students respect each other.	40%	47%	34%	25%	N/A	0%	41%	34%	44%	40%	
My parents care about my education.	95%	96%	94%	50%	N/A	100%	96%	95%	94%	94%	

Sense of Accomplishment

The condition of *Sense of Accomplishment* recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." *Sense of Accomplishment*, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. As a teacher, you have the opportunity to celebrate your students' accomplishments in visible ways. Taking time to recognize and support your students' efforts will result in students who are motivated to persevere through difficult tasks and to create a healthy classroom environment through hard work and dedication.

SENSE OF ACCOMPLISHMENT	Total in Agreement	Gender		Grade			Grade			
		Male	Female	6	7	8	9	10	11	12
I am encouraged to practice good citizenship at school.	77%	76%	78%	100%	N/A	67%	75%	73%	81%	79%
Teachers recognize students who are kind and helpful.	78%	80%	77%	50%	N/A	33%	76%	78%	81%	78%
I have never been recognized for something positive at school.	21%	22%	20%	50%	N/A	67%	21%	19%	19%	25%
I give up when schoolwork is difficult.	21%	21%	21%	0%	N/A	67%	25%	17%	22%	21%
Teachers recognize me when I try my best.	67%	70%	64%	50%	N/A	67%	66%	66%	72%	62%
Teachers let my parents know what I do well.	43%	48%	39%	50%	N/A	67%	48%	40%	44%	38%
I put forth my best effort at school.	69%	66%	73%	50%	N/A	67%	66%	71%	71%	70%
Getting good grades is important to me.	85%	82%	88%	75%	N/A	100%	82%	88%	88%	82%

Fun & Excitement

The condition of *Fun & Excitement* is characterized by students being inspired. They are actively engaged and emotionally involved in their school work. Students who exhibit *Fun & Excitement* are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster *Fun & Excitement* provide new opportunities, initiate challenges, and respect individual interests. After the first three conditions—*Belonging*, *Heroes*, and *Sense of Accomplishment*—are established, you can motivate your students through a fun and exciting classroom environment.

FUN & EXCITEMENT	Total in Agreement	Gender		Grade			Grade			
		Male	Female	6	7	8	9	10	11	12
I enjoy being at school.	60%	62%	59%	50%	N/A	67%	62%	60%	61%	57%
Teachers enjoy working with students.	68%	70%	66%	50%	N/A	67%	67%	65%	68%	72%
Teachers make school an exciting place to learn.	44%	45%	43%	25%	N/A	67%	44%	40%	47%	45%
School is boring.	44%	46%	42%	25%	N/A	67%	40%	45%	42%	49%
I enjoy participating in my classes.	64%	63%	66%	25%	N/A	67%	64%	60%	67%	67%
Teachers have fun at school.	46%	49%	42%	50%	N/A	33%	46%	43%	48%	45%
Learning can be fun.	74%	72%	75%	50%	N/A	67%	68%	72%	75%	80%

Curiosity & Creativity

The condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, as a teacher you must pay careful attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

CURIOSITY & CREATIVITY	Total in Agreement	Gender		Grade			Grade			
		Male	Female	6	7	8	9	10	11	12
I feel comfortable asking questions in class.	70%	70%	70%	100%	N/A	33%	65%	66%	74%	76%
My teachers present lessons in different ways.	77%	79%	76%	75%	N/A	100%	79%	74%	81%	74%
At school I am encouraged to be creative.	68%	67%	69%	75%	N/A	33%	69%	64%	73%	68%
I enjoy working on projects with other students.	66%	66%	67%	50%	N/A	100%	66%	64%	67%	68%
My classes help me understand what is happening in my everyday life.	48%	47%	48%	25%	N/A	33%	46%	47%	50%	49%
School inspires me to learn.	66%	64%	68%	50%	N/A	67%	64%	68%	65%	68%
I enjoy learning new things.	85%	84%	85%	75%	N/A	100%	83%	83%	85%	88%
I learn new things that are interesting to me at school.	75%	75%	76%	50%	N/A	100%	75%	78%	75%	74%
What I learn in school will benefit my future.	77%	76%	79%	75%	N/A	100%	77%	79%	75%	77%

Spirit of Adventure

The Spirit of Adventure is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. As a teacher you can encourage and support your students' Spirit of Adventure by urging them to explore new things. By creating an atmosphere that allows for healthy decision making and healthy risk taking students become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

SPIRIT OF ADVENTURE	Total in Agreement	Gender		Grade			Grade			
		Male	Female	6	7	8	9	10	11	12
I like challenging assignments.	43%	41%	45%	50%	N/A	67%	37%	40%	45%	50%
I push myself to do better academically.	81%	80%	82%	75%	N/A	67%	79%	84%	82%	78%
Students are supportive of each other.	51%	52%	50%	25%	N/A	33%	50%	46%	53%	54%
I am afraid to try something if I think I may fail.	29%	26%	31%	25%	N/A	33%	27%	37%	29%	22%
Teachers help me learn from my mistakes.	64%	68%	60%	50%	N/A	67%	68%	65%	63%	60%
I want to do my best at school.	86%	83%	89%	75%	N/A	100%	82%	91%	89%	82%
I am excited to tell my friends when I get good grades.	59%	55%	61%	50%	N/A	67%	61%	57%	61%	56%

Leadership & Responsibility

The condition of **Leadership & Responsibility** means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate choices and to take pride in their actions. Teachers who promote this condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the decisions and are recognized for doing so.

LEADERSHIP & RESPONSIBILITY	Total in Agreement	Gender		Grade			Grade			
		Male	Female	6	7	8	9	10	11	12
Students have a voice in decision making at school.	57%	55%	58%	75%	N/A	33%	54%	57%	59%	56%
I see myself as a leader.	63%	61%	65%	50%	N/A	67%	62%	63%	65%	61%
Other students see me as a leader.	42%	43%	41%	25%	N/A	0%	36%	42%	44%	47%
Teachers encourage students to make decisions.	73%	74%	72%	25%	N/A	33%	70%	70%	76%	76%
Teachers are willing to learn from students.	50%	52%	47%	25%	N/A	33%	54%	45%	53%	46%
I am a good decision maker.	65%	68%	62%	75%	N/A	33%	56%	67%	70%	67%
I know the goals my school is working on this year.	45%	47%	44%	50%	N/A	67%	51%	39%	46%	44%

Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for; all other conditions must be established and supported for students to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

CONFIDENCE TO TAKE ACTION	Total in Agreement	Gender		Grade			Grade			
		Male	Female	6	7	8	9	10	11	12
I believe I can be successful.	93%	91%	95%	75%	N/A	100%	91%	94%	92%	96%
I believe I can make a difference in this world.	70%	67%	73%	75%	N/A	67%	66%	67%	74%	74%
Teachers believe in me and expect me to be successful.	77%	78%	77%	75%	N/A	67%	74%	79%	79%	76%
Going to college is important for my future.	90%	87%	92%	75%	N/A	100%	86%	91%	92%	89%
I work hard to reach my goals.	79%	75%	82%	75%	N/A	67%	76%	81%	81%	78%
I am excited about my future.	80%	76%	84%	50%	N/A	100%	78%	79%	81%	84%
I think it is important to set high goals.	81%	79%	82%	50%	N/A	100%	79%	83%	81%	81%
I know the kind of person I want to become.	75%	72%	77%	50%	N/A	100%	68%	74%	73%	84%
School is preparing me well for my future.	72%	69%	75%	75%	N/A	100%	77%	70%	70%	72%

Demographics

Woodside High School - Staff

1. Years Working in Schools		
Years	Count	Percent
First Year	2	3.3%
2-5	12	19.7%
6-10	9	14.8%
11-20	21	34.4%
Over 20	17	27.9%
TOTAL	61	100.0%

2. Years at Current School		
Years	Count	Percent
First Year	5	6.7%
2-5	17	22.7%
6-10	15	20.0%
11-20	26	34.7%
Over 20	12	16.0%
TOTAL	75	100.0%

3. Current Position		
Position	Count	Percent
Classroom Teacher	57	91.9%
Certified Support Staff	4	6.5%
Other Support Staff	1	1.6%
TOTAL	62	98.4%

4. Grade Level		
Level	Count	Percent
PreK-2	1	1.4%
3-5	0	0.0%
6-8	0	0.0%
9-12	73	98.6%
TOTAL	74	100.0%

5. Gender		
Gender	Count	Percent
Male	28	37.3%
Female	47	62.7%
TOTAL	75	100.0%

6. Highest Level of Education		
Level	Count	Percent
High School/GED	2	2.7%
Associate's	2	2.7%
Bachelor's	25	33.3%
Master's	20	26.7%
Master's +	22	29.3%
Doctorate	4	5.3%
TOTAL	75	100.0%

Woodside High School My Voice - Staff

Belonging

Survey Statements	Total in Agreement
I feel valued for my unique skills and talents.	77%
School is a welcoming and friendly place.	79%
I am proud of my school.	91%
I think bullying is a problem at my school.	47%
I feel comfortable in the staff room.	92%
Building administration makes an effort to get to know me.	55%
I feel accepted for who I am at school.	81%
I am a valued member of my school community.	75%

Heroes

Survey Statements	Total in Agreement
Students care if I am absent from school.	88%
I have a colleague at school who is a positive role model for me.	92%
If I have a problem, I have a colleague I can talk to.	97%
I know my students' hopes and dreams.	64%
Staff respect each other.	72%
Students respect me.	89%
I respect students.	100%
Students care about me as an individual.	75%

Sense of Accomplishment

Survey Statements	Total in Agreement
I have never been recognized for something positive at school.	20%
I actively encourage students to practice good citizenship.	99%
I receive constructive feedback from colleagues.	77%
Our school celebrates the accomplishments of the staff.	76%
I am recognized when I try my best.	48%
Professional development is an important part of my educational growth.	71%

Fun & Excitement

Survey Statements	Total in Agreement
I enjoy working here.	95%
I make learning relevant to my students.	93%
Students enjoy working with teachers.	79%
Students have fun at school.	73%
Students make school an exciting place to work.	88%
I have fun at school.	91%
Learning can be fun.	100%

Curiosity & Creativity

Survey Statements	Total in Agreement
At school I am encouraged to be creative.	75%
Building administration is open to new ideas.	69%
I enjoy learning new things.	100%
School inspires me to learn.	80%
Our school is a dynamic and creative learning environment.	69%
Staff work in a collaborative manner.	79%
Meaningful professional development opportunities exist in my school.	40%
I feel comfortable asking questions in staff meetings.	73%

Spirit of Adventure

Survey Statements	Total in Agreement
Setting yearly goals with my management is important for my work.	51%
I challenge myself to do my job better every day.	93%
Staff are supportive of each other.	76%
I am afraid to try something if I think I may fail.	9%
My colleagues help me learn from my mistakes.	65%
I am concerned my colleagues will resent me if I am too successful.	11%
I am excited to tell my colleagues when I do something well.	72%

Leadership & Responsibility

Survey Statements	Total in Agreement
I see myself as a leader.	79%
My colleagues see me as a leader.	68%
I have a voice in decision making at school.	59%
I know the goals my school is working on this year.	79%
I actively seek out student opinions and ideas.	85%
I encourage students to make decisions.	100%
Building administration is willing to learn from staff.	52%

Confidence to Take Action

Survey Statements	Total in Agreement
I believe I can be successful.	100%
I believe I can make a difference in this world.	96%
I feel confident voicing my honest opinions and concerns.	60%
I work hard to reach my goals.	97%
I am excited about my future career in education.	80%
Continuing my education is important for my future.	79%
I think it is important to set high goals.	93%

Administration and Communication

Survey Statements	Total in Agreement
Central office understands the unique culture of our school.	47%
We communicate effectively in our building.	65%
Building administration is visible in our school.	75%
Building administration knows my professional goals.	48%
Building administration is accessible to me.	85%
I communicate effectively with parents.	85%

Woodside High School-Parents

Age		
Age	Count	Percent
Under 30	1	0.6%
31-40	19	10.7%
41-50	79	44.4%
51-60	77	43.3%
Over 60	2	1.1%
TOTAL	178	100.0%

Gender		
Gender	Count	Percent
Male	23	13.2%
Female	151	86.8%
TOTAL	174	100.0%

Years Living in School Area		
Years	Count	Percent
1	1	0.6%
2	1	0.6%
3-5	6	3.4%
6-10	11	6.3%
10+	157	89.2%
TOTAL	176	100.0%

Grade of Students		
Grade	Count	Percent
Early Years	0	0.0%
1	0	0.0%
2	0	0.0%
3	0	0.0%
4	2	1.0%
5	3	1.4%
6	1	0.5%
7	3	1.4%
8	5	2.4%
9	43	20.5%
10	51	24.3%
11	54	25.7%
12	48	22.9%
TOTAL	210	100.0%

Racial Heritage		
Racial Heritage	Count	Percent
White	148	75.5%
Black/African American	1	0.5%
Hispanic/Latino	27	13.8%
Asian/Asian American	6	3.1%
Native Hawaiian	1	0.5%
Amer. Ind. or Alask. Nat.	4	2.0%
Other Pacific Islander	3	1.5%
Other	6	3.1%
TOTAL	196	100.0%

Woodside High School
My Voice - Parents

Belonging

The first condition that needs to be in place is Belonging. The Condition of Belonging means that children feel they are a valued member of the family, while still maintaining their uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is a necessary condition for children's feelings of well-being, social engagement, and competence. Belonging creates an atmosphere that welcomes and connects all children to their family. The condition of Belonging increases children's confidence in their abilities and their strengths, since Belonging encompasses acceptance and support. As a parent you have the opportunity to establish an atmosphere of Belonging in your family, one that promotes your children's sense of well-being, connection, and self-belief.

Survey Statements	Total in Agreement
I feel welcome in my child's school.	94%
My child has difficulty fitting in at school.	8%
Teachers care about my child's problems and feelings.	67%
I am proud of my child's school.	89%
I feel comfortable going to parent-teacher meetings.	95%
I care about my child's education.	100%
My input and opinions are valued at my child's school.	79%
My child's school works hard to develop a sense of community.	88%

Heroes

Heroes are everyday people – friends, family, coaches, teachers, and parents - in a child's life who inspire him or her to excel and to make positive changes in attitudes and lifestyles. Heroes are individuals your children can connect with regularly, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. As a parent, you are a Hero to your children. They look up to you as someone to learn from and communicate with about many things. Building better relationships with your children through support, guidance, encouragement, and love enables them to become more self-confident in their life and school.

Survey Statements	Total in Agreement
My child has a teacher who is a positive role model.	85%
I am a positive role model for my child.	98%
Teachers care if my child is absent from school.	70%
If my child has a problem, there is a teacher he/she can talk to.	75%
If I have a problem with my child's school, someone at school is available to help me.	88%
Teachers let me know when my child does well in school.	55%

Sense of Accomplishment

Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a child's success. Parents often use a narrow view of accomplishment that refers to academic achievement or innate ability. Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just measurable outcomes and countable successes. As a parent, you have the opportunity to celebrate all of your children's accomplishments. Taking time to recognize and support your children's efforts will result in children who are motivated to persevere through difficult tasks and create a healthy family through hard work, dedication, and love.

Survey Statements	Total in Agreement
I believe citizenship is just as important as getting good grades.	88%
Teachers recognize my child when he/she is kind and helpful.	76%
I recognize my child when he/she gets good grades at school.	100%
My child gives up when schoolwork is difficult.	16%
I recognize my child when he/she does his/her best in school.	100%
My child gives his/her best effort at school.	80%
Effort is just as important as getting good grades.	93%
It is important to me that my child gets good grades.	75%

Fun & Excitement

The condition of Fun & Excitement is characterized by children being inspired. They are actively engaged and emotionally involved in their activities, school, and play. Children who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Parents who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. Children can be motivated to succeed when parents provide an environment where Fun & Excitement is the norm not the exception.

Survey Statements	Total in Agreement
My child enjoys being at school.	79%
Teachers enjoy working with my child.	83%
Teachers at my child's school make it exciting to learn.	68%
My child is bored in school.	16%
My child enjoys learning new things.	96%
I was bored in school as a student.	21%
Learning can be fun.	98%
Parent evenings/meetings are worth attending.	87%

Curiosity & Creativity

The condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers children to ask "Why?" while creativity gives them the initiative to ask "Why not?" Both Curiosity & Creativity are products of the imagination. The experience of Curiosity & Creativity in the home allows children to become active learners who yearn to explore unknown areas. To support the condition of Curiosity & Creativity, children need to be challenged to look beyond the status quo to what lies ahead. The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, as a parent you must pay careful attention to create a home environment that promotes questioning and creative exploration of ideas.

Survey Statements	Total in Agreement
My child feels comfortable asking questions in class.	70%
My child's classes help him/her understand what is happening in his/her everyday life.	66%
When I was in school, my classes helped me understand what was happening in my everyday life.	52%
I enjoy learning new things.	99%
My child learns things that are interesting to him/her at school.	87%
I am actively involved in my child's education.	70%
What my child learns in school will benefit his/her future.	94%
What I learned in school benefited my future.	84%

Spirit of Adventure

Spirit of Adventure is characterized by a child's ability to take on positive, healthy challenges at home and school, with friends, family, adults and peers. Children experience Spirit of Adventure when they tackle something new without the fear of failure or success. This condition is important to building children's self-confidence and enables them to face the challenges they encounter every day. As a parent, you can encourage and support your children's Spirit of Adventure by urging them to explore new things. By creating an atmosphere that allows for healthy decision-making and healthy risk-taking, your children become more confident and resilient. They are less concerned with whether they succeed or fail, and more interested in the journey upon which they embark. Children with a Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Survey Statements	Total in Agreement
I push my child to do better academically.	88%
My child is afraid to try something if he/she thinks he/she will fail.	22%
I am afraid to try something if I think I may fail.	11%
Teachers help my child learn from mistakes.	61%
Teachers think my child can be successful.	91%
I think my child can be successful.	68%
My child is excited to tell me when he/she gets good grades.	90%
I am excited to tell my friends when my child does well in school.	81%

Leadership & Responsibility

The condition of Leadership & Responsibility means children are able to express their ideas and are willing to accept the consequences for their actions. It cultivates accountability at home and school. Fostering leadership allows children to make just and appropriate decisions and to take pride in their actions. Parents who promote this condition teach good decision-making and expect their children to be good decision-makers. They provide real decision-making opportunities, seek their children's input, and expect their children to be responsible for their actions and words. Children are trusted to make the right choices and are recognized for doing so. This condition is about both learning to lead others, and learning to lead one's life, responsibly.

Survey Statements	Total in Agreement
I see my child as a leader.	71%
Teachers encourage my child to make decisions.	76%
I encourage my child to make decisions.	99%
My child is a good decision maker.	81%
I am a good decision maker.	97%
I know the goals my child's school is working on this year.	63%

Confidence to Take Action

Confidence to Take Action is the extent to which children believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what we strive for, all other conditions must be established and supported for a child to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Parents have the ability and potential to help build their children's Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, parents encourage their children to be active and involved members of their communities.

Survey Statements	Total in Agreement
My child sets high goals.	82%
I believe my child will be successful.	99%
School is preparing my child well for the future.	87%
When I was at secondary school I believed I would be successful.	81%
I believe my child can make a difference in this world.	98%
I think it is important for my child to go to university.	98%
I believe I can make a difference in this world.	96%
Teachers expect my child to be successful.	87%
School prepared me well for my future.	76%
My child works hard to reach his/her goals.	85%
I work hard to reach my goals.	97%
My child is excited about his/her future.	89%

Woodside Writes!

Ninth grade (instructions for students):

About these prompts:

These prompts were developed by students like yourself. Your response to one of them will help give Woodside teachers a sense of the range of writing abilities here at WHS. This will not have any impact on your grade in any class, but may have an impact on the ways writing is taught at every level and in every subject here at WHS. We are grateful to you for doing your best, and rewards will be given to the freshman, sophomore, and junior classes, according to their levels of participation in this activity and the quality of writing produced. Your individual essay could win recognition and prizes, as well.

What to do:

First of all, be sure to respond to ONLY ONE of the three prompts below! That is: Choose 1), 2), or 3) – don't answer all three!

- Write in the booklet provided
 - Pen use is preferred
 - Single-space and write on both sides of the page
 - You will be given **one hour** to complete your essay. It should be as long as you think it needs to be in order to adequately and interestingly respond to the prompt.
1. Write a letter **to** someone you admire, in which you are specific about why you admire him/her and how he/she has influenced you.

 2. **Question:** *What was your transition like from middle school to high school?* Write an essay about it which includes what you have learned from your experiences and how you could use those lessons to become the person you would like to be in the future. [Here are some things to think about before you respond: Life is filled with many struggles, achievements, and changes. As we grow older, the ability to change is always an important part of achieving success, but change can be frightening. Things of value might be lost; new opportunities are certainly gained. During any times of change, the lessons you learn help you become who you are.]

 - (Question #3 is on the back of this page)

 3. Out of the four scenarios given below (a through d), **choose one** to which you can in some way relate. Write an essay which explains the connection to your own experience— is it the personality of the student, the problem they face, or both? Tell why you can

relate to the student in the scenario, and explain what you did, should have done, or still could do in the face of a similar situation.

- a. John came into class late and sat down. He was afraid that the teacher might embarrass him. The teacher asked why he was late, but John did not like the teacher's tone, nor the fact that he was put on the spot in front of his classmates, so John said nothing and pulled out his book.

- b. Karen started high school with a group of friends that she had known since middle school, but during the second week of freshman year, she met a group of people that seemed to be more fun. She spent more time with this new group and lost contact with the older group. After a while, she noticed that the new group was not a good influence on her; they seemed less responsible than the old group and she sometimes felt she was being encouraged to do things she was not sure were good for her. Many of her old friends had moved on, hurt by her rejection of them. Karen was left thinking about what she valued in people and her goals for herself, looking ahead.

- c. Maria, a freshman at Woodside High School, was asked to take part in a homecoming skit. She was scared to perform in front of the whole school, but wanted to be involved. After working hard in practices, Maria finally performed the skit with her other classmates. She was proud to have taken part in the skit.

- d. The end of the first semester was near and Oscar had C's and D's in almost all of his classes. Oscar realized he was capable of much better, so he told his teachers that he wanted to raise his grades. He improved his behavior and focus in class. He made up missing work. He began studying for his midterms well in advance and passed all of them. By the end of the semester, Oscar had A's and B's.

Tenth grade (instructions for students):

About these prompts:

These prompts were developed by students like yourself. Your response to one of them will help give Woodside teachers a sense of the range of writing abilities here at WHS. This will not have any impact on your grade in any class, but may have an impact on the ways writing is taught at every level and in every subject here at WHS. We are grateful to you for doing your best, and rewards will be given to the freshman, sophomore, and junior classes, according to their levels of participation in this activity and the quality of writing produced. Your individual essay could win recognition and prizes, as well.

What to do:

First of all, be sure to respond to ONLY ONE of the three prompts below! Don't answer all three!

- Write in the booklet provided
 - Pen use is preferred
 - Single-space and write on both sides of the page
 - You will be given **one hour** to complete your essay. It should be as long as you think it needs to be in order to adequately and interestingly respond to the prompt.
1. Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.

 2. If you could change any one thing that has happened in your life or which you have done, what would it be, why, and how could what you know now change you in the future?

 3. Congratulations! You have been elected Mayor of Wildcatville. The Town Board of Supervisors has asked you to identify three areas from the seven below that you deem a priority to pursue for the Town of Wildcatville. Which three projects would you choose? Please discuss them in order of importance and explain why you think that these are a priority for your town:
 - Soup kitchen and shelter for homeless/socio-economically disadvantaged families
 - Skate park
 - Teen Recreation Center with arcade and gymnasium
 - Increase in public safety personnel (police and fire) by 10%
 - Update of town library to include tutoring center and computer labs
 - Enhancement of juvenile probation and truancy reduction programs
 - Hosting of an annual county fair or festival to boost economy

Eleventh grade (instructions for students):

About these prompts:

These prompts were developed by students like yourself. Your response to one of them will help give Woodside teachers a sense of the range of writing abilities here at WHS. This will not have any impact on your grade in any class, but may have an impact on the ways writing is taught at every level and in every subject here at WHS. We are grateful to you for doing your best, and rewards will be given to the freshman, sophomore, and junior classes, according to their levels of participation in this activity and the quality of writing produced. Your individual essay could win recognition and prizes, as well.

What to do:

First of all, be sure to respond to ONLY ONE of the three prompts below! Don't answer all three!

- Write in the booklet provided
- Pen use is preferred
- Single-space and write on both sides of the page
- You will be given one hour to complete your essay. It should be as long as you think it needs to be in order to adequately and interestingly respond to the prompt.

Writing tips: please note the “or” in prompts. Do not ignore any parts of what is being asked. Be vivid, but do not try to give off-the-wall (bizarre), exaggerated, once-in-a-lifetime-experience performances in prose. You should express personality, but the goal is authenticity - - so make sure it's **your** genuine personality that is expressed memorably. Use specific details and examples. Stay focused; don't ramble.

1. Describe the world you come from – for example, your family, community **or** school – and tell us how that world has shaped your dreams and aspirations.

2. Tell us about a personality quality, talent, accomplishment, contribution or experience that is important to you. What about this quality or accomplishment makes you proud and how does it relate to the person you are?

3. Thomas Edison failed many times before successfully inventing the modern electric light bulb. He said, “If I find 10,000 ways something won't work, I haven't failed. I am not discouraged, because every attempt discarded is another step forward.” Reflect on a challenge you overcame through persistence.

WOODSIDE HIGH SCHOOL

A-G Requirements and Graduation Requirements

The “A-G” requirements are classes that must be completed with a grade of *C or higher* to be eligible to attend a *University of California (UC)* or *California State University (CSU)* campus. Because the A-G requirements are for UC and CSU eligibility, the A-G requirements should be considered College Requirements. Students who complete the A-G requirements have many options available after high school.

The following chart explains both the A-G requirements and Woodside’s graduation requirements.

“A -G” Requirement	Subject Area	Years required for A-G	Years/Credits required for Graduation	Other Important Information
A	History and Social Studies	2	3 ½ Must include: World Studies 1 & 2, Modern Euro History, U.S History, and Government & Economics	Courses that meet the “A” area requirement for UC and CSU are: World Studies 1 & 2, Modern European History, and US History
B	English	4	4	For both graduation and UC/CSU, students are required to pass both semesters of English every year. English I, II, III, IV, and ELA III all meet the area “B” requirement.
C	Math	3 (4 years highly recommended)	2 (Including Algebra I)	To meet the “C” area requirement for UC/CSU, students must complete <i>at least</i> Algebra I, Geometry, and Algebra II.
D	Science	2 (3-4 years recommended)	2 (including one year of a laboratory science)	For the “D” area, students must complete at least 2 years of Lab Science, which could include: Biology, Chemistry, Physics, Human Biology, and AP Environmental Science.
E	Foreign Language	2 (3 years recommended)	<i>Not required for graduation</i>	The two years required for “E” must be in the same language. Languages offered at Woodside are: French, Latin, Mandarin, Spanish, and Spanish for Native Speakers.
F	Visual and Performing Arts	1	1	These courses include electives in music, drama, and visual art.
G	College Prep Elective	1	62.5 CREDITS* Elective credits <i>for graduation</i> do not need to meet another A-G requirement, and can include support and study skills classes	Any course that meets an A-G requirement in another area and exceeds the minimum requirement can be used for area “G”. For example, a third year of science or foreign language can meet the “G” requirement.
	Career Technical Education (CTE)	-	10 credits (1 year)	Courses meeting the CTE requirement include: Film Critique, Web Design, Video Production, Digital Communication, Computer Applications, Food & Nutrition, Digital Photography, Audio Production, Robotics Engineering, and some music classes.
	Physical Education	-	20 credits (2 years)	In addition to two years of PE and/or athletics, students must pass the Physical Fitness Test.
	Life Skills	-	2.5 credits (1 semester)	Life skills is a course required for all 9 th grade students. The curriculum incorporates decision making skills and healthy life choices.
	CAHSEE	-	ELA & Math	Students first take the CAHSEE during their sophomore year.
	Total Credits Required		220 CREDITS	

Budget Information

Categorical Program Overview

Mark each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (*The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.*)

	State Programs	Allocation
<input type="checkbox"/>	California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	
<input type="checkbox"/>	Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	
<input checked="" type="checkbox"/>	Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners.	\$112,219
<input type="checkbox"/>	High Priority Schools Grant Program Purpose: Assist schools in meeting academic growth targets.	
<input type="checkbox"/>	Instructional Time and Staff Development Reform Purpose: Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/>	Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring.	
<input type="checkbox"/>	Pupil Retention Block Grant Purpose: Prevent students from dropping out of school.	
<input type="checkbox"/>	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	
<input type="checkbox"/>	School Safety and Violence Prevention Act Purpose: Increase school safety.	
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students.	
<input type="checkbox"/>	Other State or Local funds (e.g., Gifted and Talented Education)	
	Total amount of state categorical funds allocated to this school	\$112,219

Federal Programs

	Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/>	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution.	
<input type="checkbox"/>	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth.	
<input type="checkbox"/>	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas.	
<input checked="" type="checkbox"/>	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	\$204,979
<input type="checkbox"/>	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups.	
<input type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals.	
<input type="checkbox"/>	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology.	
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	\$22,254
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement.	
<input type="checkbox"/>	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.	
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs.	
<input checked="" type="checkbox"/>	Other Federal Funds	
<input type="checkbox"/>	Carl Perkins	\$30,863
	Total amount of federal categorical funds allocated to this school	\$258,096
	Total amount of state and federal categorical funds allocated to this school	\$370,315

*Note: 1% of NCLB Title I funds must be allocated to Parent Engagement

Object Code	Expenditure Description	Amount	Funding Source	Justification	Plan Page #
1000	Certificated Personnel Salaries				
	Federal funds	\$135,508.	Title I, Title III, Carl	Sections, extra pay	
	State funds	\$26,537	EIA-LEP	Sections, extra pay	
2000	Classified Personnel Salaries				
	Federally funded	\$28,546	Title I, Title III, Carl Perkins	Instructional Aides, translations	
	State funded	\$42,332	EIA-LEP	Instructional Aides, translations	
3000	Employee Benefits				
	Federally funded	\$45,832	Title I, Title III, Carl		
	State funded	\$22,200	EIA-LEP		
4000	Books, Materials, Supplies				
	Federally funded	\$31,360	Title I, Title III, Carl	Supplies, materials	
	State funded	\$17,881	EIA-LEP	Supplies, materials	
5000	Services and Other Operating Expenses (Including Travel and Direct				
	Federally funded	\$3,500	Title I, Title III, Carl	conferences	
6400	Capital Outlay (Equipment)				
7310	Indirect Costs @ Variance @	\$16,619			
Total Amount of Funds Requested		\$370,315			

ESLRS

The "8 Conditions" for Student Success



Belonging

Feeling like you are a part of a group, while knowing you are special for who you are.



Heroes

Having someone who believes in you and who is there when you need them.



Sense of Accomplishment

Being recognized for many different types of success, including hard work and being a good person.



Fun & Excitement

Enjoying what you are doing, whether at work, school, or play.



Curiosity & Creativity

Asking "why?" and "why not?" about the world around you.



Spirit of Adventure

Being excited to try new things, even when you are not sure if you will be good at them.



Leadership & Responsibility

Making your own decisions and accepting responsibility for your choices.



Confidence to Take Action

Setting goals and taking the steps you need to reach them.