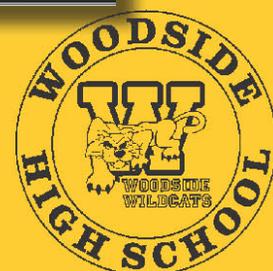
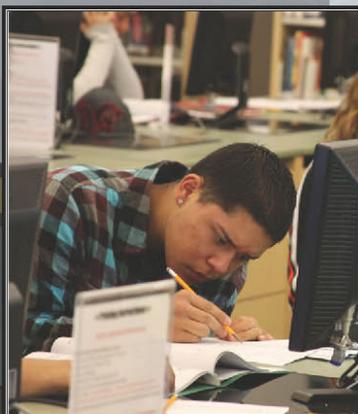


CHAPTER IV

Self-Study Findings



Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. ORGANIZATION CRITERION

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards?

Vision – ESLRs – Profile

Indicator: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Findings	Supporting Evidence
Woodside High School serves a diverse student population with a range of academic and social needs. In reviewing CST and CAHSEE results and in considering UC/CSU A-G completion rates, the achievement gap between students of higher and lower socio-economic is evident. This fact has driven school-improvement efforts and has been the focus of several new programmatic structures, professional development endeavors, and academic interventions.	<i>School Profile, Chapter 1</i> www.woodsidehs.org/about
The Shared Decision Making Council (SDMC) approved a new Vision/Mission Statement in May of 2011: “All Woodside High School students can and will learn.”	<i>SDMC Minutes</i> www.woodsidehs.org/sdmc
Simultaneously, Woodside High School embarked on a three-year professional development endeavor with the Quaglia Institute. The Quaglia Institute provides a framework for schools to evaluate their overall educational program. The framework is based on the research-developed conditions for student aspirations. These “8 Conditions” include: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. In May of 2011, the SDMC approved the “8 Conditions” to serve as Woodside High School's ESLRs.	www.qisa.org

Development/Refinement of Vision/ESLRs

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school-wide learning results are effective.

Findings	Supporting Evidence
The SDMC, comprised of representatives from all of the stakeholder groups—parents, students, classified staff, certificated staff, community members, and administration—facilitated the Vision/ Mission and ESLR revision process during the 2010-2011 school year. Three primary types of groups submitted feedback to the SDMC over the course of the academic year: Department Chair Council, Collaboration 2 Groups (interdisciplinary Focus Groups), and Department Meeting Groups. Woodside's Collaboration 2 Groups and	<i>SDMC Minutes</i> <i>Department Minutes</i> <i>Collaboration Notes</i> <i>Staff Meeting Agenda</i>

Department Meeting Groups brainstormed words and concepts that they felt were appropriate to include in a Vision or Mission Statement. These ideas and concepts were then circulated amongst the three groups, and through a series of dialogues, the SDMC proposed the new Vision/Mission Statement to the staff at a Staff Meeting in the spring of 2011. The SDMC later voted and approved the new statement.

Woodside High School applied the same process to the adoption of the new ESLRs as the “8 Conditions for Student Aspirations.” Since the “8 Conditions” were a component of the Quaglia Institute framework as the product of Dr. Russ Quaglia's research, there was not as much brainstorming and the process was a bit more streamlined.

SDMC Minutes

www.qisa.org

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected school-wide learning results.

Findings	Supporting Evidence
<p>Woodside High School utilizes several effective communication systems to keep all stakeholders informed. Woodside, with the assistance of the PTSA, publishes a monthly newsletter entitled <i>The Communicat</i>. This newsletter is mailed out to individual families, and it is also posted on our website. <i>The Communicat</i> is translated into Spanish. Woodside also redesigned its website in 2009 and developed its own web management system by which all staff members, coaches, and parent groups can update their own web pages. Woodside High School also has Facebook and Twitter accounts by which it directs the community to website links and general updates. The PTSA also publishes a weekly email bulletin to keep all of its subscribers informed.</p>	<p><i>The Communicat</i> www.woodsidehs.org/ptsa <i>PTSA Weekly Bulletin</i> <i>Facebook—Woodside High School</i> www.Twitter.com/WoodsideHS</p>
<p>Woodside High School has employed all of these communication mediums to solicit parent involvement and to keep the community-at-large informed as to the Vision/Mission and ESLR revision process.</p>	<p><i>Parent Advisory</i> <i>Athletic Boosters</i> <i>Drama Boosters</i> <i>Music Boosters</i> <i>WHS Foundation</i></p>
<p>The Principal and other members of the administration also meet with a Parent Advisory Group as well as the individual booster organizations and provide parents with updates and address questions or concerns. Woodside also created a new position, the Bilingual Parent Coordinator, commencing in the 2010-11 school year in an effort to offer a specific “intervention and resource specialist” for Spanish-speaking parents. Furthermore, the Bilingual Parent Coordinator works closely with the Bilingual Resource Teacher (BRT) with the facilitation of the English Learner Advisory Council (ELAC). Both the BRT and Bilingual Parent Coordinator provide translation services at all parent events and informational workshops. Lastly, Woodside also hosts Bilingual Parent</p>	<p><i>Leadership Class Requirements</i> <i>Bilingual Parent Coordinator</i> <i>Bilingual Resource Teacher</i> <i>English Learner Advisory Council Agendas and Minutes</i></p>

Nights as part of our Title I parent information night requirements.

Students participate in SDMC, and the SDMC representatives solicit feedback from their Leadership classmates, class councils, and their classes in general. Students also discussed the new ESLRs during the Collaboration 2 sessions.

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Findings	Supporting Evidence
<p>The SDMC utilizes a cycle of inquiry approach to its review and analysis of data. The SDMC has regular cycles of data review and goal setting. All stakeholders also have access to “Issue/Concern Forms” in which they can articulate a concern or an idea regarding teaching and learning and submit it to the SDMC for consideration. The SDMC either provides a response or redirects the concern to the appropriate entity (Department Chairs, Administration, PTSA, etc.) for input.</p> <p>The students' ESLR folders have also provided valuable feedback and insight as to the relevancy of the ESLRs. In fact, student feedback served as the primary impetus for the ESLR revision process during the 2010-11 school year. The <i>My Voice</i> surveys, developed by the Quaglia Institute, offer specific feedback from parents, students, and school staff as to the degree to which Woodside High School fosters the “8 Conditions.”</p>	<p><i>SDMC Minutes</i></p> <p><i>Issue/Concern Forms and Log</i></p> <p><i>ESLR Portfolios</i></p> <p><i>Student Reflections</i></p>

A1. Organization: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Findings	Supporting Evidence
<p>The revised Vision/ Mission Statement is a direct response to both Critical Academic Needs--the Achievement Gap and School Culture. The belief that “All Woodside High School students can and will learn” implies that the needs of all students will be taken into consideration.</p> <p>Woodside's 2011-12 School Goals reflect a commitment to all students showing growth on CST and CELDT, rather than aspiring to raise performance levels of a segment of the student population to proficient and advanced.</p>	<p><i>2012-2018 Action Plans</i></p> <p><i>2011-2012 School Goals</i></p>

A2. GOVERNANCE CRITERION

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Findings	Supporting Evidence
<p>The Sequoia Union High School District Board of Trustees meets approximately twice per month. A general public election is held for the selection of the trustees. Candidates will often meet with site administration, certificated staff, and representatives of the teachers' association.</p> <p>The Board agenda is mailed and posted on the Fridays preceding a Board meeting. Board meetings take place at the district office at 480 James St., Redwood City on Wednesday evenings at 5:30PM. The Board of Trustees takes a July hiatus from meetings.</p>	<p><i>SUHSD Board Minutes</i> <i>www.seq.org</i></p>

Relationship of Governance to Vision and ESLRs

Indicator: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Findings	Supporting Evidence
<p>The Sequoia Union High School District's stated vision reads, "All students are engaged and prepared to excel in a 21st century global society," which is congruent to Woodside High School's emphasis on "all students" in its newly adopted Vision/Mission Statement.</p> <p>Elements of the SUHSD's twelve specific goals for 2008-2013 that are aligned to Woodside High School's Vision/Mission and ESLRS include: development of Career Technical Education opportunities, closing the achievement gap, implementing effective professional development practices, expanding student internship opportunities, maximizing technology as an instructional resource, and improving support services.</p> <p>The Board of Trustees is in the process of revising its goals. As a result of the recent November election, the Board has two new members. Two other members of the Board have just completed their first year of service. With a Board comprised of new members, the process is likely to continue.</p> <p>The curricular focus of the district's goals is based on the</p>	<p><i>www.seq.org</i></p> <p><i>Sequoia Union High School District (SUHSD)</i></p> <p><i>Woodside High School's 2011-12 School Goals</i></p> <p><i>Woodside High School's 2012-2018 Action Plans</i></p> <p><i>Critical Academic Needs (CANs)</i></p> <p><i>Drafts of SUHSD Goals</i></p>

Essential Program Components (EPCs). The SUHSD is currently in year-four of Program Improvement; Woodside High School is in year-two. The Board of Trustees selected Action Learning Systems (ALS) as its District Assistance and Intervention Team (DAIT) in the spring of 2011, and the focus of the assistance has been the implementation of the EPCs. The areas of focus for the EPCs include: Instructional Program, Instructional Time, Lesson Pacing Guide, Site Administration Leadership Training, Credentialed Teachers Professional Development Opportunities, Ongoing Instructional Assistance and Support, Student Achievement Monitoring System, and Monthly Collaboration Data Review with Principal.

Essential Program Components (EPCs)

Understanding Role of Governing Board

Indicator: The school community understands the governing board’s role, including how parents can participate in the school’s governance.

Findings	Supporting Evidence
<p>Woodside High School employs a variety of communication mediums and provides many touchstones for parents to get involved in school governance. The principal attends every PTSA, Foundation, and Parent Advisory meeting. Parents have opportunities to learn how Board policy will impact Woodside High School, as well as how to get involved in school governance as in the SDMC and Site Council. The Athletic Boosters, Drama Boosters, Music Boosters, Foundation, and PTSA provide effective “starting points” for concerns and issues.</p> <p>In a recent situation involving PE-Substitution, the Board of Trustees asked for a district committee comprised of teachers, parents, students, and administrators to make a recommendation for policy.</p>	<p><i>Parent/Community pages at www.woodsidehs.org</i></p> <p><i>Board of Trustees Agendas and Minutes</i></p> <p><i>Presentation Slides of PE Recommendations</i></p>

Governing Board’s Involvement in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school’s vision and purpose and expected school-wide learning results.

Findings	Supporting Evidence
<p>Every spring, the Board of Trustees calls on each comprehensive high school in the district to present its Single Plan for Student Achievement (Site Plan) and to emphasize how the school specifically supports the District's Vision and 12 Goals. In 2011, Woodside High School described the Vision/Mission and ESLR revision process and centered the presentation on the “8 Conditions for Student Aspirations.”</p>	<p><i>2011 School Site Plan</i></p> <p><i>2011 Site Plan Presentation (Power Point)</i></p>

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Findings	Supporting Evidence
<p>The respective contracts with the certificated and classified unions provide the basis for defining the professional responsibilities of the staff, as well as for policy and procedure.</p> <p>In regards to the recent district-wide curricular and instructional adjustments, the EPCs target the core departments; as a result, staff who work within these core departments possess a better understanding of the governing board's expectations.</p> <p>Currently, the Sequoia Union Teachers' Association (SDTA) and district management are working together to discuss evaluation procedures and forms. Any agreement that the parties reach will be finalized as part of the Spring 2012 negotiation process.</p>	<p><i>Agreement with the Sequoia District's Teachers Association (SDTA)</i></p> <p><i>Agreement with AFL-CIO, Local 377</i></p> <p><i>Math, English, Science, Social Science, & Special Education Subject Council Minutes</i></p>

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Findings	Supporting Evidence
<p>The Superintendent and his staff present regular reports on student performance, operations and budget to the Board of Trustees during public meetings. The Directors of Special Education, English Learners, Enrollment, and Construction present program overviews, projections, results of studies, and fiscal overviews on a regular basis. The Board of Trustees evaluates the Superintendent on an annual basis, and the Board empowers the Superintendent to monitor and facilitate district and school operations.</p>	<p><i>SUHSD Board Minutes</i></p>

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

Findings	Supporting Evidence
<p>The Sequoia Union High School District developed a Parent/Student//Community Member Concern Form that provides a stakeholder with a means to register their complaint or concern. The form asks that the stakeholder file the complaint or concern with the employee's immediate supervisor or the principal of the school.</p>	<p><i>www.woodsidehs.org, Resources, Forms</i></p>

A2. Governance: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Findings	Supporting Evidence
<p>The aims and objectives of the EPCs target the Achievement Gap, one of Woodside's two major critical academic needs. The DAIT provider, Action Learning Systems, focuses on two primary goals: 1) all students will advance one performance band on the CSTs; 2) all ELs will advance one performance band on the CELDT. These district-wide goals comprise two of Woodside's six short-term site goals for 2011-12.</p>	<p><i>EPCs</i> <i>2011-12 Short-term Goals</i> <i>2012-2018 Long-term Goals</i></p>

A3. LEADERSHIP AND STAFF CRITERION

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Findings	Supporting Evidence
<p>Woodside High School operates on a shared-decision making model. Shared decision-making provides all stakeholders (staff, students, parents, and community members) with a voice and an opportunity to affect teaching, learning, and the climate of Woodside High School. The Shared Decision Making Council (SDMC) creates an environment in which all stakeholders work to ensure:</p> <ul style="list-style-type: none"> • the opportunity to actively participate in the decision-making process • support of decisions once they are made. • acceptance of individual responsibilities and accountability to each other • mutual respect and trust among all diverse groups • continual growth and responsiveness to new ideas 	<p><i>SDMC Charter</i> <i>SDMC meeting agendas and minutes</i> <i>Issue/Concern forms and status reports</i> <i>Principal’s advisory group meetings</i></p>
<p>The SDMC provides all Woodside High School stakeholders with representation in a democratic body that will:</p> <ul style="list-style-type: none"> • respond to concerns of the school community • establish priorities for schoolwide improvement • write and implement the school’s mission and goals • oversee the task force process • support the implementation of approved action plans • create ad hoc committees to address specific issues 	
<p>The SDMC is comprised of eighteen voting members from all stakeholder groups (administration-1, certificated staff-9, classified staff-2, students-2, parents-3 community-1). The SDMC has merged with the School Site Council (SSC) with some members taking dual roles. The SSC includes roughly equal numbers of students, staff and parents as well as two administrators. The student representation on the SDMC and SSC in conjunction with the Quaglia work has strengthened student voice on campus.</p>	
<p>In addition the school is organized into individual departments that bring proposals and disseminate information to and from the SDMC.</p>	

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Findings	Supporting Evidence
<p>The Shared Decision Making Council (SDMC) is a representative structure focused on teaching and learning. The council merged with the School Site Council (SSC) in an effort to streamline the decision-making process. The SSC membership is congruent with state guidelines. The combined councils also serve as the data team as it reviews performance data on a bi-annual basis. The councils review and establish the short and long term goals for the school, conduct data reviews and critical areas of need assessments, and also serve as the Leadership Team for the accreditation process. The SDMC completes the review of data analysis and contributes the findings to the Single Plan for Student Achievement (SPSA). In addition, the councils evaluate funded programs where group leaders present findings (e.g. SST, SEP, AVID, Academies). As a result of data analysis, the school has implemented various support programs and activities including College Day, Woodside Writes, and added summer bridge and math enrichment programs.</p>	<p><i>Meeting minutes – AYP, API, school goals data.</i></p> <p><i>Program evaluation forms</i></p> <p><i>Data review document 2-28-11</i></p> <p><i>Critical areas of need review document</i></p> <p><i>SPSA (Site Plan)</i></p> <p><i>Compass</i></p> <p><i>A-Learn</i></p> <p><i>Summer Math Acceleration</i></p> <p><i>After school tutoring and mentoring programs</i></p>

Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected school-wide learning results, and the improvement schoolwide action plan.

Findings	Supporting Evidence
<p>The SDMC/SSC reviews and approves the single plan for student achievement on an annual basis. The school action plans are reviewed and revised by the councils. The SSC is responsible for approval of categorical budget allocations within its purview. All proposals are evaluated in the context of furthering school goals. In addition, the formation of task forces and collaboration groups is facilitated by the SDMC. Groups are required to submit objectives that are reviewed and approved by the SDMC. The SDMC revises objectives as necessary. The SDMC and SSC also review programs that are administered through categorical Tier 3 funding.</p> <p>Starting in the spring of 2011 the district implemented a centralized and uniform allocation of core staffing based on student need and not as an equal allotment per site. This particularly applies to support and intervention classes.</p> <p>The Expected Schoolwide Learning Results (ESLRs) have been evaluated annually by all staff. Senior ESLR portfolios are evaluated each year during an all staff collaboration. During the 2010-11 year, the ESLRs underwent a major revision with several rounds of stakeholder input (SDMC, staff, parent groups, students). In spring of 2011 the SDMC</p>	<p><i>SDMC meeting minutes</i></p> <p><i>Core Staffing Chart</i></p> <p><i>Chapter. 7 of SPSA</i></p> <p><i>Funding proposal requests</i></p> <p><i>Task force objectives</i></p> <p><i>ESLR revision handouts, brainstorm, documents</i></p> <p><i>Quaglia documents</i></p> <p><i>Quaglia My Voice student survey results</i></p> <p><i>Focus group findings</i></p>

approved the revisions and adopted the “8 Conditions” of the Quaglia Institute for the new ESLRs. Evaluation of ESLR achievement will be revised during the current school year using data from the Quaglia student surveys as well as staff input from SDMC (and other groups).

A3. Leadership and Staff: Additional Findings

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>The results of the staff, student and parent surveys indicate that stakeholder groups feel they have a voice in the governance of Woodside High School. Given the work of the school’s Aspiration Team and the three-year commitment to the Quaglia Institute, the school clearly has embraced the philosophy and research of aspirations work. The Aspirations Team members each work with a group of 4-6 colleagues to facilitate schoolwide participation in the Quaglia effort.</p> <p>Woodside High School has used quantitative data to guide teaching and learning for several years. Now the school is adding a qualitative focus that is driven by the guiding principles (self-worth, active engagement, purpose) and “8 Conditions” (see current ESLRs) of the Quaglia Institute.</p>	<p><i>Staff, parent, student My Voice survey results</i></p> <p><i>Quaglia principles and conditions</i></p> <p><i>Focus group findings</i></p>

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>The SDMC reviewed the critical academic needs from the previous WASC over several meetings. The council met in small work groups of diverse stakeholders and then discussed findings from the group as a whole. From the list of critical needs and areas of focus from the previous WASC visit, the council narrowed the focus to two areas: Achievement Gap/PI and School Culture. It was the decision of the council to consolidate school needs into two succinct action plans.</p> <p>One specific example of addressing an academic need culminated in the approval of a schoolwide writing assessment that was implemented in 2011. The Write Stuff task force worked and revised the process through several iterations and garnered input from many groups prior to the plan’s approval on May 23, 2011.</p>	<p><i>SDMC Minutes March 28</i></p> <p><i>SDMC Minutes May 23</i></p>

A4. LEADERSHIP AND STAFF CRITERION

To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Findings	Supporting Evidence
Woodside High School's hiring practices are congruent with district policies. WHS is fortunate to continue to attract and retain outstanding, highly qualified professionals.	<i>District policies</i> <i>Staff resumes</i>

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Findings	Supporting Evidence
The Instructional Vice Principal works closely with the Assistant Superintendent of Human Resources and the SUHSD Credentialing Analyst to ensure all staff are qualified, per the requirements set forth by the California Teaching Commission and the Federal mandates of No Child Left Behind (NCLB). All current staff members are teaching within their credentialed content area.	<i>Human Relations department</i> <i>Credential Analyst records</i> <i>NCLB</i>
Woodside High School and the Sequoia Union High School District (SUHSD) provide support for new teachers in several ways. The SUHSD provides a Teacher Induction Program (TIP) to new teachers, which offers a multi-tiered web of support with new teachers in the center. The TIP coordinators provide classroom management advice and strategies and also help direct new teachers to the appropriate resources. The support network also includes site and district administrators, department chairs, and advisors who mentor the beginning teacher in order to ensure retention and allow new teachers to clear their preliminary credentials.	<i>Teacher Induction Program (TIP) Handbook</i>
Departments Chairs (DCs) provide a great deal of assistance and curricular support to teachers within their departments. DCs regularly attend Subject Area Council (SAC) meetings at the district office where they develop curriculum guides and district content standards for members of their respective department. Staff members are also supplied with California Content Standard Brochures in the content areas of English, Social Science, Mathematics, and Science, as well as links to Visual and Performing Arts, Physical Education, English Language Development (ELD), and World Languages. As part of our <i>Literacy Plan</i> (2005), all teachers have access to the English and ELD standards.	<i>SAC Meeting Minutes</i> <i>California Content Standard Brochures</i>

Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Findings	Supporting Evidence
The process of establishing teaching assignments for individual teachers occurs through a collaborative effort among administrators, department chairs, and teachers. Our goal is to maximize their areas of strength and expertise within their credentialed fields. Our courses are taught by credentialed and highly-qualified teachers working within their certificated content areas. A recent audit of our staff credentials revealed that 99% of our credentialed teaching staff has completed their CLAD/BCLAD. The remaining 1% of our certificated teaching staff is working with the Assistant Superintendent of Human Resources to meet all district and state requirements.	<i>Master Schedule</i> <i>Department Minutes</i> <i>HR Audit</i>

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
All WHS staff has access to current Sequoia District Teachers Association (SDTA) and SUHSD contract language regarding work schedules and employment expectations. The WHS Staff Handbook is available on the school web site and staff is made aware of the website in numerous ways. The WHS Handbook is an important source of information about current school policies, protocols and procedures.	<i>Staff Handbook</i> <i>WHS Web Page</i>

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings

Internal communication on-site is effective and timely. Clear communication goals are one of the key drivers of teacher engagement and add significant value to the overall functioning of the school. Communications are delivered and/or accessed in the workplace through a variety of means: use of notice boards, posters, and flyers; face-to-face interactions including scheduled meetings and collaboration; and electronic access through email, voicemail, and the school website. Woodside's use of email ensures that communication occurs on a daily basis. The principal has asked all staff members to respond to their email within forty-eight hours of receipt.

Supporting Evidence

WHS Website
WHS Teacher pages
District and Site Flyers
Conflict Resolution (SDTA)
Intervention for teacher conflict

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

Findings

Departmental discussions focus on improving achievement of all students by aligning curriculum with content-area standards. In addition, teachers evaluate assessment methods to ensure mastery of the curriculum. District-wide benchmark tests allow for performance comparisons within Woodside High School and throughout the district.

Systematic collaboration of the Bilingual Resource Teacher with guidance advisors, department chairs, and teachers ensures proper analysis of EL student performance indicators (AMAOs, writing sample, and grades) and mastery of CAHSEE (California High School Exit Exam) skills for appropriate student placement.

The principal and academic coaches, in collaboration with district Math and English resource teachers and subject area teachers, evaluate benchmark data by subject area to ensure alignment of curriculum to core standards. They facilitate the development of pacing schedules for English and Math as mandated by Program Improvement (PI). Reading intervention strategies and state adopted reading programs have been adhered to since 2005.

Supporting Evidence

Benchmark Data

CST Data Review

CAHSEE Prep Curriculum and Results

ELA and Math Academic Coaches Job Description

Collaboration I and II Groups

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Findings	Supporting Evidence
<p>Woodside High School maintains and implements a regular process by which teachers and administrators review student performance data. Teachers and administrators evaluate and modify teaching strategies based on data provided by academic coaches, the IVP, and the examination of collaborative assessments such as the Senior Exhibition Project (SEP). Other relevant data includes the school-wide summer reading essay assessment, CST clusters related to literacy, and CAHSEE practice exams. Furthermore, the English department requires that students complete six process-essays each semester.</p> <p>The Shared Decision Making Council (SDMC), administration, and department chairs ensure that students with reading difficulties or disabilities have the opportunity to receive intensive, systematic teaching and practice learning skills and strategies needed to meet the standards using State Board of Education approved materials. The SDMC and department chairs facilitate the identification of best practices to support increased numbers of students reaching their respective academic goals.</p>	<p><i>SDMC Agendas and minutes</i></p> <p><i>CST Reports</i></p> <p><i>Department agendas and minutes</i></p> <p><i>Senior Exhibition Project</i></p> <p><i>ESLR Portfolio</i></p>

A5. LEADERSHIP AND STAFF CRITERION

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school-wide learning results.

Findings	Supporting Evidence
<p>The SUHSD lost two professional development days for the current school year due to the state budget crisis and subsequent reductions. EPC #5 calls for professional development opportunities for staff. English I & II teachers have been trained in Prentice Hall and Read 180, and ELD teachers have completed the AB 472 Instructional Materials Training. English I & II teachers also created district pacing guides. Mathematics teachers will be trained in Direct Interactive Instruction strategies this summer. Science and social studies teachers district-wide are also in the process of developing benchmark exams. Other professional development endeavors include: College Board workshops for Advanced Placement teachers, Special Education trainings and workshops, UC/CSU workshops for counselors, and English/ Social Science and Mathematics/ Science department workshops by Action Learning Systems.</p> <p>Woodside's Bell Schedule allows for one-hour per week for staff collaboration. The cycle of collaboration includes: department meetings, Collaboration 1 (mini-departments), Collaboration 2 (WASC Focus Groups; inter-department/task force), and staff meetings. The SDMC approves the composition of the Collaboration 2 Groups to ensure a representative departmental and stakeholder participation.</p>	<p><i>SUHSD Professional Development Calendars</i></p> <p><i>Conference Form Requests</i></p> <p><i>Collaboration 2 Rosters/ Sign-in sheets</i></p>

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
<p>A component of EPC #4: Site Administration Instructional Leadership Training includes walk-throughs of classrooms with an ALS instructional coach. A Direct Interactive Instruction template serves as an instrument for identifying professional development needs.</p> <p>Peer Assistance Review (PAR) provides assistance to teachers who volunteer for the program, as well as to teachers who</p>	<p><i>Direct Interactive Instruction Template/ Rubric</i></p> <p><i>October 6, 2011 Walk-through schedule</i></p> <p><i>Peer Assistance Review (PAR)</i></p>

receive unsatisfactory performance evaluations.

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.

Findings	Supporting Evidence
The explicit goals of the work with the DAIT provider are to have every student advance one performance level on the CST and CELDT.	<i>DAIT Goals and Objectives, EPCs</i>
The three-year professional development endeavor with the Quaglia Institute is also aimed at boosting student achievement, raising the A-G completion rate, and improving the results on the My Voice perception surveys.	<i>The 8 Conditions My Voice Perception Surveys</i>
The SDMC reviews all performance and perception data using a cycle of inquiry. Additionally, the SDMC evaluates the effectiveness of our school programs and intervention strategies on an annual basis.	<i>SDMC Agendas and Minutes</i>

A5. Leadership and Staff: Additional Findings

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The aim and focus of the work with ALS speaks directly to the Achievement Gap; the work with the Quaglia Institute speaks directly to School Culture.	<i>EPCs My Voice Surveys</i>

A6. RESOURCES CRITERION

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Findings	Supporting Evidence
<p>The site administration provides regular updates to the SDMC and to Department Chairs as the staffing chart from the district develops. The Department Chairs play an integral role in the development of the Master Schedule. The principal presents an annual overview of performance data to the WHS Foundation which has allocated seven additional sections of funding for the past three years. The sections are targeted to reduce class-size in subjects in which academic performance is low or has dropped.</p> <p>The School Site Council and the SDMC merged so as to expose Site Council members to the process of data analysis and program evaluation. Since the State of California collapsed Tier 3 funding, School Site Councils have not received specific categorical funds to allocate. The SDMC/SSC continue to review funding decisions and determine which programs to evaluate each year.</p>	<p><i>SDMC Agendas and Minutes</i></p> <p><i>Department Chair Meeting Agendas and Minutes</i></p>

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>The SUHSD adheres to strict accounting guidelines. The District Controller works closely with site treasurers, and the Assistant Superintendent of Administrative Services provides regular updates to the Board of Trustees.</p> <p>During the budget reduction process in the spring of 2011, the Superintendent and the Assistant Superintendent of Administrative Services visited each school in the district to provide an overview of the district budget and to explain the need for reductions.</p>	<p><i>Board Agendas and Minutes</i></p> <p><i>Single Site Plan for Student Achievement</i></p> <p><i>Power Point of Superintendent's presentation to staff</i></p>

Facilities

Indicator: The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

Findings

The SUHSD has been fortunate to be the beneficiary of four construction bond measures due to community support: Measure V in 1996, Measure G in 2001, Measure H in 2004, and Measure J in 2008.

Some of these improvements include: modernization of all classrooms, a Performing Arts Center, New Gymnasium and Pool complex, and ongoing technology funding.

Pending projects include a Digital Media Arts Building, renovation of the MUR, renovation of the Guidance Office, and parking lot improvements. Also, the artificial turf on Bradley Field is scheduled to be redone in the summer of 2013.

Supporting Evidence

PAC, New Gym, Pool

5-yr. Construction and Maintenance Plan

Instructional Materials and Equipment

Indicator: The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Findings

The SUHSD provides an annual discretionary budget based on enrollment. Each comprehensive high school receives \$99,000 of bond measure funds for the purposes of technology.

The WHS Foundation funds individual teacher grants, and the Science department and the Green Academy have recently been awarded grants of \$150,000 and \$40,000, respectively, from a private donor. The district's textbook adoption is coordinated through the Subject Area Councils with input from the departments at each of the schools.

Supporting Evidence

Discretionary Budget Allocations

Technology Budget and Expenditures

Foundation Agendas and Minutes

Well-Qualified Staff

Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Findings

The district has been cooperative in allowing the sites to post openings soon after they discover them. One hundred per cent of Woodside's teaching staff is Highly Qualified according to NCLB. The SUHSD offers competitive salaries, which assists the school sites with attracting and retaining highly competent staff.

Supporting Evidence

*NCLB Compliance Data
SUHSD Salary Schedules*

Teacher Induction Program

The SUHSD provides a Teacher Induction Program (TIP) for all new teachers who must clear their preliminary credentials. This two-year, portfolio-based program allows teachers to clear their credentials without registering and attending classes at a local college or university. **(TIP)**

Long-Range Planning

Indicator: The district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Findings	Supporting Evidence
The Board's adopted goals and Woodside's short-term goals and long-term action plans ensure a focus on the critical academic needs (CANs). The SDMC's annual data analysis and program evaluation also ensure a continued focus on the CANs. Woodside's annual report to the Board of Trustees will help to sustain an alignment between the school and district objectives and goals.	<i>Critical Academic Needs (CANs)</i>

A6. Resources: Additional Findings

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The SUHSD has been supportive in fostering the development of Woodside's Career Technical Education (CTE) pathways. The district has recently funded a two-year commitment to Project Lead the Way, an Engineering curriculum designed to engage students in the sciences. The SUHSD has also procured the services of a grant writer to assist in the pursuit of a 21 st Century Grant designed to engage at-risk students after school until 6PM with academic support, food, and physical activity.	<i>Project Lead the Way</i> <i>21st Century Grant</i>

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- ⤴ The Shared Decision Making Council (SDMC) provides an opportunity for all stakeholders to have a voice in school decisions.
- ⤴ The Quaglia Institute provides an opportunity for staff to focus on qualitative data, as the overwhelming emphasis has been placed on quantitative data over recent years.
- ⤴ The Leadership Class, recently increased to two sections during the 2011-12 school year, provides opportunities for students to voice concerns and ideas, and to also participate in the activities and functions of the school in genuine and meaningful ways.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- ⤴ The school would like to see the district continue to move to a funding formula based on student need at each of the four comprehensive high school sites, rather than the “one-size fits all” approach of the past in which the numbers of students performing at FBB and BB at each school in the district were not considered. This request applies to summer school funding, intervention staffing, and access to the continuation high school.
- ⤴ The staff has expressed a desire to enhance communication with the Board of Trustees and the district administration. One suggestion is for the district to email the board agendas and minutes to all staff, and not just site administration and SDTA leadership.
- ⤴ The staff has expressed a desire for the Board of Trustees to increase their visibility at the school site, and to communicate their purpose and role to all stakeholders more effectively.