

Category B: Standards-based Student Learning: Curriculum

B1. CURRICULUM CRITERION

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

Current Educational Research and Thinking

Indicator: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
<p>Current educational research informs curricular planning and instruction in a variety of ways. Woodside has been engaged in a three-year professional development program with Action Learning Systems (ALS), a successful school model based on the most effective strategies used in high-performing schools. ALS focuses on engagement and differentiation strategies to meet the needs of our students including long-term English Language Learners (ELL) and Students With Disabilities (SWD). All core subject departments have engaged in a series of all-day workshops and collaboration sessions. Three annual cohorts of inter-disciplinary teams formed Collaborative Learning Groups (CLGs) comprised of a summer institute and regular meetings through the respective school years.</p> <p>All students at Woodside High School participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected Schoolwide Learning Results (ESLRs). Woodside High School is fortunate to have a dedicated and well-trained staff to face the many challenges posed by a diverse student population. Teachers utilize differentiated instruction to meet the needs of a diverse student population. Woodside High School offers a comprehensive, standards-based curriculum. Academic departments have adopted either the California Content Standards or the Sequoia Union High School District Content Standards as the framework for both curriculum and assessment. The use of Data Director has provided Woodside High School decision-makers with valuable and practical information as it relates to teaching standards and their connections to high stakes assessments.</p> <p>Ninety- six percent of students attend college after graduating from Woodside High School. The vast majority of courses offered are UC/CSU approved.</p>	<p><i>Observations (Administration, Coaches)</i></p> <p><i>Action Learning Systems (ALS), Direct Interactive Instruction (DII), students benefit for the following techniques: Think/Pair/Share, A/B partners, equity cards, CPS</i></p> <p><i>ALS Printed Materials</i></p> <p><i>Collaboration Minutes</i></p> <p><i>ALS Teacher Training- Attendance Sheets</i></p> <p><i>HR Audit</i></p> <p><i>Examples of student work: CELDT Levels</i></p> <p><i>Conditions (ESLRs)</i></p> <p><i>Benchmark data</i></p> <p><i>Master Schedule</i></p> <p><i>CBEDS Report</i></p>

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Findings	Supporting Evidence
<p>Woodside High School’s Mission Statement: “<i>All Woodside High School students can and will learn.</i>”</p> <p>Woodside High School teachers develop curriculum based upon the California State Standards in order to ensure that all students are learning the appropriate material and achieving the ESLRs. Courses and textbooks adhere to the California Content Standards or the Sequoia Union High School District Content Standards. Pacing guides are used by several core departments to make sure all students receive a standards-based curriculum. Teachers strive to achieve a balance with regard to scope and sequence so that all students meet academic goals. Many departments use common assessments or rubrics in order to ensure that students demonstrate mastery of the academic core standards.</p>	<p><i>Observations</i></p> <p><i>Teacher syllabi</i></p> <p><i>Lesson Plans</i></p> <p><i>Single Plan for Student Achievement</i></p> <p><i>California State Standards posted in classrooms</i></p> <p><i>Student work posted in classroom</i></p> <p><i>District Standards</i></p>

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Findings	Supporting Evidence
<p>Woodside High School places equal focus on the implicit and explicit curriculum. Much work has been done in the last decade on the explicit curriculum; all of the core departments have aligned their curricula and assessments to the California Content Standards or the district standards. Today, Woodside High School is continuing these efforts, and is also renewing its focus on fostering genuine connections with the students. Woodside High School is presently working with the Quaglia Institute whose work is based on the Aspirations framework, or the premise that when the “8 Conditions” (ELSRs) are met in students, students have aspirations, and students will consequently achieve academic and social success. Throughout the academic curriculum the following ESLRs are embedded:</p> <p>8 Conditions (ELSRs)</p> <ul style="list-style-type: none">• Belonging• Heroes• Sense of Accomplishment• Fun and Excitement• Curiosity and Creativity	<p><i>8 Conditions Posters</i></p> <p><i>SEP</i></p> <p><i>Non-Test Assessments</i></p> <p><i>Textbooks aligned with CA State Standards</i></p> <p><i>My Voice Survey Results</i></p>

- Spirit of Adventure
- Leadership and Responsibility
- Confidence to Take Action

Student Work — Engagement in Learning

Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs).

Findings	Supporting Evidence
<p>Teacher syllabi identify the ESLRs on which the course will focus as well as specific California Content Standards that the course will target. Teachers employ a variety of modalities to inform students and parents of the specific content standards a particular assignment or project addresses. Some teachers post individual standards in their classrooms and present them as “standards of the day.” Many teachers attach guidelines of the relevant standards and/or ESLRs to assignment sheets and project descriptions. Analysis of student work revealed a school-wide need to focus on writing skills. As a result the Write Stuff Task Force implemented a school-wide writing assessment in the fall of 2011. In January 2012, the staff met to collaboratively assess the student essays.</p> <p>The Woodside High School staff is engaged in a Student CELDT Study; each teacher was to review the CELDT and CST data of their students and identify six students whose work they will collect on a monthly basis for review.</p>	<p><i>Octagon club, Community service, participation in the WASC process</i></p> <p><i>Essays</i></p> <p><i>Benchmark Exams</i></p> <p><i>Tests and quizzes, presentations and debates</i></p> <p><i>Write Stuff Task Force Minutes</i></p> <p><i>School-wide Writing Assignment.</i></p> <p><i>CELDT Study Database</i></p>

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

Findings	Supporting Evidence
<p>Curricular programs at Woodside High School are designed to accommodate students with diverse needs and a broad spectrum of skills. The school maintains an open access policy for all of its honors and Advanced Placement course offerings. Woodside High School has focused significant attention on the needs of the long-term English Learner population, as well as the needs of students who qualify for Title I services. Woodside High School has identified 998 students eligible to receive Title 1 services. The SUHSD identifies Title I students as any who are deficient in credits, qualify for Free and Reduced Lunch, have not passed either section of CAHSEE by 11th-grade, or who have scored Far</p>	<p><i>Green and BT Academy</i></p> <p><i>AVID</i></p> <p><i>SUHSD Board of Trustees Agendas and Minutes</i></p> <p><i>Title 1 Budget</i></p> <p><i>Pair students-Heterogeneously</i></p> <p><i>SES Tutoring</i></p>

Below Basic (FBB) and Below Basic (BB) on the California Standards Tests (CSTs) in English Language Arts and Mathematics. Students included are those with disabilities, migrant children or Limited English Proficient (LEP) students (English Learners). The school receives additional funding for students meeting this criterion. This amounts to approximately \$200,000 annually.

Courses are offered in a wide variety of disciplines, and efforts are ongoing for integration across curricular lines. The school takes great pride in the development of programs that address the changing needs of all our students in this comprehensive high school.

In addition to the implementation of targeted instructional strategies, Woodside has introduced a number of interventions, support systems, and programs to support the achievement of all students: Freshman English Pods, Academic Mentor Program/ Academic Tutorials, After School Program, Mental Health Counseling, Small Learning Communities (SLC-9, SLC-10), CAHSEE Tutoring, College Counseling, and English and mathematics support classes. Woodside High School implemented Small Learning Communities (SLC) for 9th- and 10th-graders in the Special Day Class program, as well as for students who had been in the Resource Specialist Program (RSP) with little success and students who had scored FBB and BB on the California Standards Tests (CSTs) for two or more years.

Woodside High School's CST scores in all significant subgroups are static, with the exception of students with disabilities, which increased in 2010 after one year of the implementation of the SLC-9 and SLC-10. Woodside met its growth target for Students with Disabilities in 2009-10 with an increase of 14 percentage points.

Access to various levels of courses

Multicultural curriculum

Differentiated Lessons

CST Data Reports

Integration Among Disciplines

Indicator: There is integration among disciplines at the school.

Findings	Supporting Evidence
<p>Collaboration has been the essential ingredient in the school's quest to provide a rigorous, relevant, and coherent standards-based curriculum. Woodside High School continues to create opportunities to engage in collaborative curriculum development and implementation to provide a rigorous, coherent, and relevant academic program.</p>	<p><i>SEP</i></p> <p><i>Collaboration II Groups</i></p> <p><i>SLC</i></p>
<p>Teachers and staff collaborate in departments, mini-</p>	<p><i>SDMC/SSC Charter</i></p>

departments or inter-departmental groups at least three times per month on Wednesday afternoons. *Academies*

The Business Technology and Green Academies take an integrated approach to all core subjects.

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Findings	Supporting Evidence
<p>Woodside continues to increase access to core curriculum and the UC/CSU A-G required classes with appropriate monitoring and support by guidance advisors, teachers, and the bilingual resource teacher. Support includes extended time through interventions/supplemental services such as tutorials, support classes, special programs (AVID), use of bilingual instructional associates, and support of guidance counselors to ensure appropriate planning. Parents are provided with appropriate information (English/Spanish) so that they can participate in planning.</p> <p>The English and Math departments use DataDirector to analyze the District Benchmark Exam results in order to inform which standards/concepts have been mastered and which standards/concepts need to be re-taught.</p> <p>Data Director allows staff to have access to student information as well as other relevant data; the information drives collaboration meetings and identification of students who need targeted interventions. Most teachers have been trained to use Data Director. In addition, core content teachers meet regularly to review student performance data and to align the diagnostic profile with CSTs. To maintain AMAO accountability, an EL student information database is maintained. Release time is used to analyze EL student performance data, grades, AMAO test results, writing samples and to provide opportunities for peer observations.</p> <p>Systematic collaboration of the Bilingual Resource Teacher (BRT) with guidance advisors, department chairs, and teachers ensures appropriate placement and analysis of EL student performance indicators (AMAOs, writing sample, and grades) and mastery of CAHSEE (California High School Exit Exam) skills. The Bilingual Resource Teacher redesignates ELs to FLUENT English Proficiency through on-going monitoring.</p>	<p><i>Collaboration I groups</i> <i>Math Dept: Common grading scale, pacing guides, and policies, Benchmark Exams</i> <i>ELA I & II pacing guides, Benchmark Exams</i></p> <p><i>CELDT Results</i></p> <p><i>CAHSEE Results</i></p> <p><i>SDMC/SSC Minutes</i></p>

Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Findings

Woodside High School's priority is to create curriculum that forges connections between the students' academic growth and the realities of everyday life. A new quarter course, Life Skills was launched in the Fall of 2011 to all 9th grade students-this course was designed to provide students' with skills necessary for success in high school.

Due to a student-centered approach to the master schedule, 92% of WHS students receive their first choice of elective offerings.

The increased number of AP and honors classes that are offered demonstrates that more and more students are taking part in higher-level course offerings.

Woodside increased access to core curriculum and the UC/CSU A-G required classes with coordinated monitoring and support by guidance advisors, teachers, and the bilingual resource teacher. Support includes extended time through interventions/supplemental services such as tutorials, support classes, special programs (AVID), use of bilingual instructional associates, and support of guidance counselors to ensure appropriate planning.

All 9th- and 10th-grade students scoring basic or below on the California Standards Test in English and math (predominately comprised of special education, EL, and minority students) are identified and enrolled in intervention programs. These include summer school programs, additional support classes (e.g. English Support/Intensive Intervention, Algebra I Support, and CAHSEE Math/ELA Prep) and tutorials. Criteria for exit from support classes must be met for the class to be removed from a student's schedule. Multiple measures are used for placement. In the spring, we use formative and summative data to determine the effectiveness of our intervention programs. The SDMC/SSC evaluates programs throughout the school year.

Woodside teachers in Math and English have developed curriculum/pacing schedules to foster success of the CAHSEE exam. One-on-one tutorials have been effective at all grade levels, including students with disabilities. Using data results on pre-tests or previously taken CAHSEE exams, students'

Supporting Evidence

*EL students mainstreamed
Occupational Therapy classes using I pad technology*

Demographic data: students enrolled in intervention course

Differentiated Instruction

SUHSD ELA and Math Pacing Guide

WHS Pacing Guide-ELA

weak areas are targeted for improvement. Skills needed to pass CAHSEE are integrated into courses through intra- and inter-disciplinary curriculum collaboration including support programs such as special education, reading, MESA/AVID, ELD Support and the Business Technology and Green Academies. Math and English teachers of sophomores have developed supplementary assessments and materials to prepare students for the topics covered on CAHSEE. Multiple measures indicate that writing skills across the curriculum must continue to be improved upon.

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p>Currently, Woodside High School receives students from over 29 Partner Schools; consequently, students enter with great variance in terms of academic and social preparedness for the rigors of a comprehensive, college-preparatory high school program.</p> <p>The Woodside staff organizes an array of activities to make the transition to high school as smooth as possible. In the fall, there is a 7th- and 8th- Grade Parent Night comprised of student presentations, information about clubs, displays, and performances by music groups. There are outreach activities with Woodside staff and Partner Schools to discuss curriculum, placement, and the registration process. The principal meets with parents of eighth graders and offers information about the school, attends neighborhood luncheons, meets with realtor associations as well as a variety of advisory groups. Throughout the school year, there is an extensive shadowing program for 8th-grade students who want to preview Woodside classes. For each of the past two years, Woodside High School facilitated over 550 shadow visits. The principal also hosted over fifteen parent tours in groups of ten to fifteen, in addition to facilitating special middle school nights in the high school library and performing arts center.</p> <p>The district also facilitates articulation for English and Math teachers. All ninth graders are assessed in reading and math to verify placement. Counselors contact parents and provide an opportunity to discuss class changes.</p> <p>The staff participates in articulation meetings with partner schools in the various subject area councils; they and partner teachers agree on the importance of assessment as an additional means to improve teacher recommendations for</p>	<p><i>Articulation with partner schools</i></p> <p><i>7/8th Grade Parent Night Forever Read</i></p> <p><i>8th grade students participate in Marching Band and Robotics Shadow Program</i></p> <p><i>Parent Tours</i></p> <p><i>District Articulation Meetings</i></p>

placement.

Woodside is consistently working with our partner schools to improve articulation and transition of our students. The staff visits partner schools to present our academic courses and elective offerings to students and parents, during school hours and evenings, to ease the transition for families. Throughout the year staff members meet with each partner school to discuss process and improvements.

The school has adopted the Naviance program to track the success of graduates. All students complete the online survey during the spring of their senior year. Woodside High School is still in the early phases of implementation and hopes that Naviance will be an effective mechanism to track graduates. Informally, the school gathers information through the College and Career Center as graduates return during their college years to speak with staff and current students about their college experiences and preparation. Many student report that the Senior Exhibition Project (SEP) helps prepare them for the rigors of college writing.

*College and Career Center
Naviance Survey*

B2. CURRICULUM CRITERION

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Variety of Programs — Full Range of Choices

Indicator: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Findings

Woodside High School has a well-defined process for advising students, centered on the development and implementation of a four-year plan for every student. The Guidance Department monitors and adjusts these plans as students move through each grade level.

Woodside Guidance has learned that it is not enough to just provide options for students and that it is necessary to take smaller steps towards goals in order to carry out our school mission that all student can and will learn. Guidance counselors individualize plans for all students, meeting with them as necessary. Acknowledging the diversity of Woodside and celebrating student differences has provided a positive atmosphere that allows all students to focus on meeting their potential.

Woodside High School continues to make great strides in the area of Career Technical Education (CTE). In recent years, Woodside has added the Robotics and Engineering Pathway, the Green Academy, and Digital Media Pathways to its course offerings. Career Tech Education teachers have engaged in significant professional development endeavors. For instance, this past summer, an Engineering teacher was trained under the *Project Lead the Way* curriculum; our Audio Production teacher was certified in advanced Pro Tools.

Woodside students use Naviance, a comprehensive college and career-planning tool. The students have found their surveys to be accurate and helpful. Woodside regularly hosts representatives from four-year colleges, community colleges, art and culinary academies, and vocational schools. Students come to the College and Career Center to meet with these representatives and to learn about what the schools can offer them after high school graduation. Woodside also offers UC/CSU-approved CTE courses and as visual and performing

Supporting Evidence

College Day
Green and Business Academies
Post-secondary enrollments
Employments rates
Digital Visual Media Arts classes
Course offerings
College and Career Center

CTE Pathways

Team 100

Naviance Survey Information

arts classes. Students can take Engineering, Robotics, Audio Production, Ceramics, Foods and more.

Woodside High School has offered a host of new classes since 2008. New classes added to our offerings include:

- Robotics and Engineering I & II
- Health Careers
- Audio Production I & II
- AP European History
- World Cinema
- Life Skills
- Anthropology
- Advanced Digital Photography
- Personal Finance (in cooperation with Menlo College)
- Green and Clean Partnership Academy
- Small Learning Community for SDC, RSP, and FBB students
- Mandarin I, II, III
- ELA Intensive Intervention
- Conceptual Chemistry
- Physics (9th graders)
- AP Calculus BC
- Finite Math
- Linear Algebra
- Multivariable Calculus
- Ordinary Differential Equations

Student-Parent-Staff Collaboration

Indicator: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Findings	Supporting Evidence
<p>Woodside’s articulation with parents begins before the first day of school, during an informational orientation that the principal conducts the week before 9th grade arena check in. Woodside offers a variety of courses that allows students to pursue a wide-range of career and educational goals. Staff members encourage students to pursue college preparatory classes and work in partnership with parents to ensure</p>	<p><i>4 year plan</i> <i>Infinite Campus</i> <i>Open House and Back to School Nights</i> <i>Mailings</i> <i>WHS Website</i> <i>March Into College</i> <i>Progress reports</i></p>

academic success.

Woodside High School Programs such as AVID, BUILD, and Academies increase the collaboration among all stakeholders.

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Findings

Woodside High School's Guidance Department plays a key role in ensuring the proper placement of students. The Guidance Department acts as an important resource to students who are struggling academically and/or socially.

Guidance Advisors communicate with students, teachers and parents to monitor the progress of students and their learning goals. If there is consensus that a student needs additional support in order to achieve their goals, the school provides avenues to address the student's needs including: Student Study Team (SST), 504 Plans, and Individualized Educational Plans (IEPs) for special education services.

Woodside uses a formal approach to monitoring and revising personal learning plans. The Guidance Department follows a comprehensive approach of communicating with students, parents, teachers, and administrators to ensure advocacy and support for each student. The time spent making sure students are appropriately placed and supported allows students to meet graduation requirements, take academic risks, and learn perseverance.

Woodside High School has implemented all required Program Improvement intervention programs and strategies. The Woodside master schedule/student schedules reflect intervention programs in English and Math for students who enter high school with skills below grade level. Interventions include additional class time/instructional minutes, tutorials, and other programmatic interventions. Data reflect that students who receive additional support, tutorials, and interventions do improve skills. Ongoing challenges include finding an effective means to mitigate truancy and to modify unproductive behaviors in students targeted for intervention.

Supporting Evidence

Master schedule
Final grades
Athletic Eligibility
Academy meetings
Intervention Programs
Tutoring
504 Plans

Multiple Measures Database

Department Minutes

EPC s

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Findings

The programs and strategies that Woodside uses to facilitate transition to post high school options are effective. The Guidance Department is comprised of: one full time College and Career Advisor, four full-time counselors, and one part-time counselor. The College and Career Center is complete with current materials and resources. This Guidance staff visits individual classrooms at least once each semester to present grade-level appropriate information. The Guidance counselors meet with their assigned students regularly and create a Four-Year Plan for each student. The College and Career Advisor meets with students and their parents on request, gives presentations in the AVID classes and the Academies to expose students to post high school options, and facilitates college workshops and financial aid presentations. The College and Career Center is open every day, and is rarely empty. Seniors work on applications, personal statements, and scholarship applications.

Woodside High School takes pride in the fact that it continues to earn a CA Similar Schools Ranking of a 9 or 10 (9.7 average over the past three years). The Graduation Rate (four-year), at 94%, far exceeds the district's composite graduation rate of 89%. University of California/ California State University A-G completion rates have increased, from just 43% in 2006-07 to 54% in 2009-2010. In 2010-2011, we experienced a decrease of 9% in the number of graduates meeting UC/CSU A-G. This remains one of our short-term goals.

In order to serve a large and diverse community of students, Woodside offers a variety of programs including:

- MESA (Mathematical, Engineering and Science Achievement)
- AVID (Advancement Via Individual Determination)
- Advanced Placement/Honors Courses
- Business Technology Academy and Green academy
- Concurrent Enrollment (Community College)
- Phoenix Program (Attendance and Opportunity-Credit Recovery)
- Special Education (RSP)

Supporting Evidence

College enrollment
Senior survey
A-G Completion Rates
4-Year Plan
Graduation rate

High percentage of students pursuing higher education

Certification from Academies

B3. CURRICULUM CRITERION

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Findings	Supporting Evidence
<p>Woodside students have the option of joining the Business Academy or Green Academy. Both Academies promote hands-on, real world experiences. Woodside offers a full range of UC/CSU approved CTE pathway courses as well as visual and performing arts classes. Students can choose to take Engineering-Robotics, Audio Production, Digital Photography, Animation, Ceramics, Foods, Journalism and much more.</p> <p>Real-world applications are included as part of the curriculum in most classes.</p>	<p><i>Nuclear chemistry-research Academies</i> <i>DVPA Schedule</i> <i>SEP</i> <i>Internships</i> <i>Gene Connection-Science</i> <i>History Projects</i> <i>Math Applications</i> <i>Master Schedule</i></p>

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Findings	Supporting Evidence
<p>Woodside High School has the greatest number of seniors who have passed CAHSEE in the District. The school has developed formal processes to ensure that performance data is shared in many forums, including, but not limited to, SDMC/SSC, Department Chair meetings, Principal’s Advisory, ELAC, departments, subject-area councils and collaboration meetings.</p> <p>Staff development and department time have been devoted to reviewing student work and achievement through the use of Data Director. Individual/group performance is monitored through Data Director and indicates that students who receive additional support, tutorials, and interventions do improve skills.</p> <p>Student achievement data is also collected through the use of the California Department of Education reporting website, Data Quest. Information is disaggregated in a variety of ways,</p>	<p><i>Pass rate data</i> <i>a-g completion rate</i> <i>Attendance data</i> <i>Rev Prep-CAHSEE</i> <i>Communications to students and parents</i> <i>Course offerings</i></p> <p><i>Data Quest Reports</i> <i>Woodsidehs.org/about</i></p>

including district, school, sub-group, grade, and subject matter groupings, in order to identify trends and patterns in student achievement.

In order to maintain and sustain high academic standards for all students, Woodside High School continues to offer a full complement of interventions and support systems. In recent history, there was a common belief amongst the staff that “AP students don’t need support.” Today, Woodside High School offers a full spectrum of support programs, during the school day and beyond, for all students. In January of 2012, Woodside High School submitted a 21st Century grant proposal to the California Department of Education. The results of the application will be known in the spring of 2012.

21st Century grant application

WASC Category B. Standards-based Student Learning: Curriculum: 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 B: Standards-based-Student Learning: Curriculum: Areas of Strength

Providing a variety of course offerings, including new CTE pathways and student-driven elective offerings.

Supporting and facilitating intra and interdisciplinary collaboration.

Increasing the number of support programs that address the achievement gap.

Providing strong programs in guidance and the College and Career Center.

Aligning curriculum with the California Standards.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

Continue to improve effectiveness of support programs.

Increase student/parent/staff collaboration and engagement with a focus on all subgroups (particularly lower achieving).

Strive to embed the “8 Conditions” into the curriculum.

Increase the number of students completing A-G requirements.