WOODSIDE HIGH SCHOOL
MID-CYCLE PROGRESS REPORT

199 Churchill Ave.

Woodside, CA. 94062

Sequoia Union High School District

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Accrediting Commission for Schools
Western Association of Schools and Colleges

CONTENTS

I: Introduction and Basic Student/Community Profile Data

District background

The Sequoia Union High School District is located in the Silicon Valley, one of the most intellectually dynamic and innovation-driven regions in California. The District serves communities representing the entire socioeconomic spectrum, including Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos and Woodside.

District Schools

The Sequoia district has four comprehensive high schools and one continuation high school serving 9th through 12th graders:

- Carlmont High School (opened in 1953) 2014-15 enrollment: 2,184 students

- Menlo-Atherton High School (opened in 1951) 2014-15enrollment: 2,159 students

- Redwood (Continuation) High School (opened in 1966) 2014-15 enrollment: 290 students

- Sequoia High School (opened in 1895) 2014-15 enrollment: 2,090 students

- Woodside High School (opened in 1958) 2014-15 enrollment: 1,815 students

The Sequoia district also encompasses a middle college in collaboration with Cañada College and an adult school, which serves 8,300 community members annually.

There are four charter schools in the district boundaries: East Palo Alto Academy High School (operated by Stanford New Schools), East Palo Alto Phoenix Academy (operated by Aspire Public Schools), Everest High School and Summit Preparatory Charter High School.

District Facts and Demographics

- Ethnic/racial composition: 46% Latino, 35% White, 3% Asian, 4% African-American, 3% Pacific Islander, 1% Filipino, and 0.5% American Indian

- Student-to-teacher ratio: 25 to 1

- Matriculation to college following graduation from comprehensive schools: 91% of Class of 2012

Woodside High School background

Woodside High School, home of the Wildcats, has been serving the communities of the mid-peninsula since its opening in 1958. The 34-acre campus lies just east of the Santa Cruz Mountains and is one of five campuses in the Sequoia Union High School District. Woodside has approximately 1,800 students who come from the surrounding communities of Redwood City, Woodside, Portola Valley, and East Palo Alto.

The school community reflects the cultural and socio-economic makeup of California. The mid-peninsula is an area of great economic diversity containing some of the most affluent and the most economically deprived communities in the state. Just north of Silicon Valley and Stanford University, Woodside High School is influenced greatly by the rapidly evolving business and cultural interests of the region. The Woodside High School challenge is to provide opportunity that matches privilege.

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 WHS decision-makers with valuable and practical information as it relates to teaching standards and their connections to high stakes assessments.

Woodside High School is a Title I school. WHS currently identifies approximately 849 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, have scored at far below basic and below basic on the CST English Language Arts and Mathematics exams. The percentage of students who qualify for the Free and Reduced Lunch Program has increased steadily from 40% in 2007-08 to 46.8% this year. Students included are those with disabilities, migrant children or limited English proficient students (English Learners).

Woodside High School's short term goals focus on improvements in proficiency rates on the CELDT and CAHSEE exams, and also identifies goals in UC/CSU "a-g" completion rates, grade point averages for freshmen, and school spirit (see the following info graphics). Every student, regardless of their socio-economic status or academic record, receives support in understanding and meeting expectations of high stakes tests from CAHSEE to AP to the ACT or SAT. Every student receives support to be prepared for and to gain admission to his/her post secondary choice.

Courses for University of California and/or California State University Admission

UC/CSU Course Measure 2013-2014	Percent
Students Enrolled in Courses Required for UC/CSU Admission	99%
Graduates Who Completed All Courses Required for UC/CSU Admission	53%

CELDT Student Counts by Grade Level

CELDT Level	9th Grade		10th Grade		11th Grade		12th Grade	
	11-12	13-14	11-12	13-14	11-12	13-14	11-12	13-14
Advanced	8	8	8	14	10	6	12	5
Early Advanced	47	8	44	3	40	6	25	3
Intermediate	41	47	40	39	29	20	17	13
Early Intermediate	11	24	10	18	7	35	8	24
Beginning	8	9	4	6	5	13	5	8
Total Students	115	**96**	106	**80**	91	**80**	67	**53**

WHS 9th grade students earning 50 credits with a grade of C or better by the end of the summer

2013-2014	2012-2013
9th grade enrollment -463	9th grade enrollment - 482
88.8% (411) 50 or 50+	81.1% (391) 50 or 50+
11.2% (52) <50	18.9% (91) <50

Since 2010-11, Woodside has been working with the Quaglia Institute which is based on the "8 Conditions" of student success: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take

Action. In the spring of 2011 Woodside High School adopted the 8 Conditions as its revised ESLRs. These 8 Conditions are studied school wide, 4 times a year, in 50-minute Aspirations Periods. Woodside also redefined its mission statement after much stakeholder input and discussion of the principles on which Quaglia was founded. The mission statement is now "All Woodside High School students can and will learn." The data listed below, compiled from Quaglia student surveys, illustrates some of our work with school spirit and a culture based on the 8 Conditions.

Example of Quaglia/My Voice Student Survey (Results from February 4, 2013)
Section on school climate:

- 86% of students say that they want to do better in school

- 75% of students say that they have a teacher who is a positive role model for them

- 66% of students say that they feel teachers respect them

- 63% of students say that they are excited to tell friends when they get good grades

- 55% of students say that students are supportive of each other

- 48% of students say that they feel staff have fun at school

- 44% of students say that they find school boring

- 50% of students say that students respect teachers

- 43% of students say that they are a valued member of the school community

- 47% of students say that they respect each other (males 51%, females 43%)

- 40% of students say that bullying is an issue

Students

Currently, Woodside High School receives students from over 29 feeder 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.

Woodside High School students reflect the cultural diversity of the community. The ethnic pluralism of the campus provides a rich academic and social environment as well as a broad spectrum of perspectives and experiences. Woodside High School's enrollment demographics have changed greatly in recent years. The population of Hispanic students has risen steadily; in 2005-06, Hispanic students comprised 45% of Woodside's total population, and in 2014, Hispanic students comprise 59% of the total population.

Percent of Total Enrollment 2013-2014

Group	Percent
African American	03%
American Indian or Alaska Native	004
Asian	02%
Filipino	001
Hispanic or Latino	59%
Pacific Islander	03%
White (not Hispanic)	28%
Multiple or No Response	04%
Socioeconomically Disadvantaged	59%
English Learners	25%
Students with Disabilities	17%

Staff

The staff of Woodside High School is committed, dedicated, and professional. The faculty, administration and classified employees are actively involved in improving the quality of education for all students. Of the 109 certificated staff members, 100% meet the federal guidelines for being highly qualified in their respective fields. Fifty-two percent of the faculty have Master's Degrees or higher. Teachers continue their professional development by consistently attending conferences, workshops and continuing education programs to meet and anticipate the needs of all students. Over the last three years, one-third of the teaching staff is new to the school due to retirements, growing enrollment, and increased academic programs.

Ninety-nine percent of the teachers hold CLAD or BCLAD (Bilingual, Cultural, Language, Acquisition and Development) certification. Classified and administrative staff members are integral to the successful operation of the school and support of the educational mission. While

the staff has yet to reflect the ethnic makeup of the student population, a concerted effort has been made to broaden employee diversity with some degree of success as evidenced by the increased numbers of Spanish speaking staff members.

Woodside High School has fourteen special education specialists who provide services to over 250 students. WHS educational specialists have been co-teaching with general education teachers for the past five years in math, science, English, and social studies. The SUHSD has embraced co-teaching models, thus becoming an inclusive entity.

Special Education Enrollment Figures

Year	RSP	SDC
2011-12	159	80
2012-13	172	84
2013-14	149	73

WASC History

Woodside High School last renewed its accreditation during the 2011-2012 school year, and the visiting committee awarded the school with a maximum six-year accreditation (2012-2018) with a three-year review in 2015. In the spring of 2010, Woodside High School requested a one-year extension of its scheduled 2011 accreditation visit, as the school had just embarked on a three-year professional development endeavor with the Quaglia Institute. Sensing that the work with Quaglia, which is based on the "8 Conditions for Student Success," would have a significant impact on the culture of the school, Woodside requested an additional year in order to delve deeper into the Quaglia framework. WASC approved the extension request, which proved to be advantageous, as Woodside High School adopted the "8 Conditions" as its ESLRs in the spring of 2011.

The Visiting Committee's Summary of Findings from the 2012 visit delineated nineteen school-wide strengths, and particularly noted the efficacy and success of its shared decision-making model, the processes for data review, and its efforts towards closing the achievement gap. Two members from the 2005 visiting committee returned to Woodside High School in February of 2008. The committee noted: "There have been significant changes since the last visit. This is a school that doesn't stand still and there is a strong commitment here to continual improvement of all kinds." Furthermore, the committee noted: "This is a school that doesn't miss a step.

8

Following the last visit, action plans were developed, or amended, to reflect the recommendations left by the visiting team." The visiting team did recommend that Woodside High School continue to look at the achievement gap "to ensure that all that can be done is being done." The committee also recommended "the school look at ways to increase representation of Hispanic students in Advanced Placement programs and classes."

Woodside High School, under the leadership and guidance of its Shared Decision-Making Council, has remained focused on its long-term action plans by setting appropriate and relevant annual goals and respective targets.

II: Significant School Changes and Developments

There have been some major changes and developments at Woodside High School since our last full WASC visit in the Spring of 2012. There have also been some minor changes. The impact of the bigger changes is more noticeable; however, many of the smaller changes have made differences that are worth noting in the larger landscape of what WHS has become in the Spring of 2015.

The most visible physical change at Woodside is the I-wing. Our newest building houses our Digital and Media Arts program. These additional classrooms were created and designed to accommodate the increased student interest in the electives of the Digital, Visual, and Performing Arts Department. Other construction projects since the Spring of 2012 include renovations to both the Guidance Office and the MUR, as well as the re-design of two science rooms. These changes to the physical plant of WHS have impacted not only the courses we can offer, but also the impression students, staff, and community, have of Woodside High School. The new building, classrooms, offices, meeting spaces, and dining hall impact school spirit; there is increased pride in our school. In addition, it is worth noting that a school construction bond passed in June 2014 and plans are already underway for a new Science Tech Engineering Math (STEM) building with ten classrooms and a robotics workshop.

Another significant change at Woodside is the population of both students and staff. Woodside's student population is larger (1810 in 2012, 1860 in 2015). Woodside's staff is different; we have hired approximately thirty new teachers across all departments (due to turnover and retirement) since 2012 and twelve instructional associates, accounting for almost one third of our staff. Woodside also has different leadership since the last full WASC visit. Not only is our principal new since Spring of 2012, but we also have a different Athletic Director, AVP, SDMC facilitator, and three different department chairs. This change in leadership at Woodside has brought new voices and perspectives to the decision-making bodies on campus.

In 2011, Woodside High School had just begun working with the Quaglia Institute and adopted the 8 Conditions of Student Success as our ESLRs. Our work with Quaglia has continued since then and Woodside has made gains in the integration of the 8 Conditions into daily practice. A major development since then has been the school-wide adoption of Aspiration Periods. One day each quarter, our bell schedule is altered so that students and staff can participate in activities focused on specific conditions. In 2014, for example, we started this school year with an activity based on "Belonging." Students had reported in both surveys and focus groups that they felt more successful and a greater sense of belonging when teachers and staff had some knowledge of them outside of an academic context. Students and staff, therefore, participated in a variety of "get to know you" activities. Overall, the adoption of Aspiration Periods has increased student awareness of the ESLRs/ 8 Conditions.

Staff at Woodside identified our switch to School Loop learning management system and our adoption of a full Google Apps for Education (GAFE) platform at the start of the 2014 school year as a major change. Both programs have had a positive impact on communication in the wider Woodside community. Staff also mentioned Common Core and Full Inclusion Special Education that uses co-teaching and increased numbers of Para-Professionals as significant

developments since 2012. The adoption of Common Core Standards has impacted the focus of staff development, and ultimately, our curriculum. The changes in Special Ed have impacted staffing and teaching assignments, as mentioned previously.

Increases in AVID sections were mentioned by staff as a significant development. We have doubled student enrollment in AVID and now have, therefore, eight teachers teaching the AVID curriculum. Staff also wanted to address our work with Equal Opportunity Schools (EOS) as a significant part of our efforts to close the achievement gap. We have increased the number of under-represented students is advanced standing/Advanced Placement (AS/AP) courses by 13%. This is a smaller initiative with a large impact.

Commendations should go to other smaller developments: the inclusion of three seven-period days to balance student-teacher contact each quarter, the change in the tone of Back to School night (more personalized), increased WiFi strength, the addition of more portable computer labs, new classes (PE Dance elective, Art II, Sports Statistics, Astronomy), and even the Bike Shed program. These may be more localized changes than school-wide, but these little differences at Woodside contribute to the larger picture of what has changed or developed over the past three years.

III: Follow-up and Progress Report Development Process

The Shared Decision-Making Council (SDMC) and the School Site Council were charged with monitoring the progress of the 2012 School-Wide Action Plans. The process of addressing the action plans is incorporated into the standard operating procedures of both bodies during joint meetings. This year, beyond the WASC action plans, the mid-term report and March visit are frequently included on the agenda. The SDMC is comprised of representatives from all the stakeholder groups (parents, students, classified staff, certificated staff, community members, administration) and meets twice a month. Anyone is welcome to attend the meetings. Minutes and agendas are circulated via email to all staff and a bulletin board in the staff work room posts all contact and meeting information.

Preparation of the mid-term report has included all stakeholders. The entire Woodside staff (certificated and classified) participated in meetings in August, September, October, and early January to generate data and to reflect on the work of the past three years (as well as to plan for the years ahead). Generating the data, reading the early drafts, and work on the report has been done in departmental groups and collaboration groups. Collaboration groups are inter-departmental and include both classified and certificated staff, and often include students and parents. In addition, meetings were held with the PTSA and ELAC to gather feedback on major developments over the past three years, as well as on program changes during that time. Because student voice is an integral part of our work with Quaglia, the student leadership classes also did class activities to provide data and feedback specifically for the mid-term report. As part of the work Woodside does with Quaglia, students meet in student focus-groups annually in the spring. The information generated from those focus-groups has guided and informed work and changes at Woodside, though was not specifically part of the report writing process.

As mentioned above, the SDMC also worked on the report; in particular in October they worked on early drafts, and in November and December they looked at drafts and the action plans. As described in chapter 5, the SDMC also revised the action plans as a part of this process. The SDMC read and edited the penultimate draft in January. The SDMC approved the final draft in February before sending it out to the visiting committee.

The District asked to have a copy of the report sent to them in February. They did not ask for a presentation at that time. They asked that the WASC mid-term report be incorporated into the Site Plan presentation that will be given to the board in early June.

IV: Progress on the Critical Areas for Follow-up within the Action Plan

From the 2012 WASC Visiting Committee Report, the School-wide Critical Areas for Follow Up are:

1. Implement engagement strategies across the curriculum and beyond core subjects.

2. Close the achievement gap between members of the student population.

3. Incorporate the 8 Conditions/ESLRs into the curriculum and continue to refine methods of evaluation.

4. Evaluate the effectiveness of the myriad of programs in the school in regards to achievement growth in all students.

5. Continue to develop a working relationship and improved communication with the district office and trustees.

Since 2012, Woodside High School has remained focused on these Critical Areas for Follow-up, as well as on our two long-term action plans 1.) to close the achievement gap, and 2.) to establish a spirited school community that is based on the 8 Conditions). WHS continues to be guided by the shorter term steps to achieve each goal, and the SDMC consistently monitors these steps and the associated programs. It is worth noting again that all stakeholders have a voice in the evaluation, maintenance, and modification (if necessary) of our action plans through the SDMC. For this reason, WHS has been able to commit to this work on a school-wide level and make clear strides on the critical areas for follow up and on our action plans.

The following action plan progress report is divided into two parts, one for each CAN. In each CAN section, the individual Critical Areas for Follow Up are referenced.

Critical Academic Need #1: To close the achievement gap through an emphasis on the development of literacy skills.

This addresses the following Critical Areas for Follow-up: 1, 3, 5

Literacy skills aimed at closing achievement gap have been emphasized through implementation of Direct Interactive Instruction (DII) strategies. DII training was provided by the district office, with input from department chairs, at Woodside. All teachers in all departments have been trained with DII strategies and new teachers are trained as part of the Teacher Induction Program (TIPs) training during their first year in the district. For example, the World Language and Physical Education departments completed the cycle of DII training at the end of the Spring Semester of 2013-2014 school year. Some of the strategies include Think-Pair-Share, Equity Cards, Kick Off and Learning Logs, Exit Tickets, Instructional Conversations, and Choral Reading. These DII strategies are now being incorporated into teaching Common Core.

Over the last two semesters, there have been three full professional development days funded by the district. In addition, the district solicited input and assistance in the design and

13

implementation of these staff development days. For example, at the professional development (PD) day in October of 2014, teachers focused on collaboration within course-specific groups. On this day, teachers watched model lessons and techniques. As a result, several similar literacy strategies are being developed across subject areas such as Primary Source Analysis (called SOAPS) and a graphic organizer for persuasive writing. At the August PD day, technology training was provided to enhance literacy instruction. For example, Quizlet and Google Docs are being used for vocabulary development and providing writing feedback across the curriculum. The January 2015 PD was a teacher designed follow-up to the August date. The technology topics were re-discussed and delved into more deeply.

The district office continues to provide support for the Quaglia initiative by funding the consultant fees and the four yearly visits of the Quaglia team to Woodside High School's campus. There is considerable overlap between the concepts on growth mindset as set forth in Carol Dwerk's work and the 8 Conditions. The school district is including growth mindset thinking in the new teacher camp and in the Beginning Teacher Support and Assessment (BTSA) induction program.

This addresses the following Critical Areas for Follow-up: 2, 4

Woodside High School is working to close the achievement gaps across the curriculum using various methods. For example, we have focused on aligning vocabulary across subjects. History and English departments have aligned common core writing terminology as well as collaborated on research projects. In math support classes, academic vocabulary is stressed both orally and in writing. Likewise, the science department has worked across disciplines on emphasizing vocabulary that will be used throughout science courses at Woodside, allowing all students to become more comfortable with academic language in the transition to more advanced classes. Science classes have posters of this terminology in each room as a visual aid for students. The science department is looking into having these vocabulary lists included in the student planner.

Woodside High School implemented The Big Read in the summer of 2013 in response to a district mandate that every student engage in summer reading. This is a school wide initiative that allows student to choose from a list of books to read over the summer. The list is generated by a team of students and teachers. Reading focus groups meet at the start of each school year to discuss the novels. Each focus group is organized only by novel read, which allows for students of various reading levels and class levels to engage on a common subject.

In the summer of 2014, Woodside implemented an AS/AP "boot camp" to help students transition into more demanding coursework. Woodside has been working with Equal Opportunity Schools (EOS) to increase the percentage of students from underrepresented student populations taking advanced courses. The boot camp was designed to not just get the students into these more challenging AP level classes, but also to help them feel welcomed, supported, and to succeed in that environment. In the 2014-2015 school year, Woodside has seen a 13% increase in underrepresented students enrolling in those courses.

English support classes have increased in number and in grade level, emphasizing the use of academic language, focusing on reading a variety of literary and informational texts, and providing additional writing instruction. Co-taught classes have been expanded in both number and subject matter, dropping the student-to-teacher ratio and allowing for more one-to-one contact with teachers in differentiated lessons. The co-taught strategy has been so successful in providing access to core curriculum that co-taught Chemistry is now available.

Algebra Readiness w/ Support has been created to help students who are far below grade level and who struggle with basic numeracy. Typically the course is co-taught and class size is small. For two years, these students receive 95 minutes of math instruction 5 days a week in order to complete the Algebra 1 curriculum. Math terminology in emphasized along with front-loading and study skills.

The SAAP program helps incoming 9th grade students who are identified as at risk. They include Compass students, students who have earned at least 1 or more Ds or Fs on their progress report, who have problems with truancy, or who have discipline issues. The program works in conjunction with the Quaglia Institute's online MAAP program to help these students to adjust to high school by helping them coordinate their goals and get access to resources within and outside of school. A subsection of these students (8) have been paired with teacher mentors who meet bimonthly with them to provide support in achieving their goals. This program refers students to other school programs including Wildcat Rescue, tutoring, the guidance intern, and/or the CAT program. The SAAP coordinator works with parents to support students in achieving academic success in school and who also helps them to gain access to school supplies. As an additional support, the bilingual parent coordinator also contacts parents of students deemed at risk and provides necessary support in connecting parents to SchoolLoop and to outside resources while also facilitating communication with teachers. The SAAP coach also promotes parent involvement at school through ELAC.

Based on MDTP and GMRT assessment scores, identified incoming 9th and continuing 10th grade students are placed in the appropriate support program for English or math, which can include an English support class, the English/ELA Intensive class, a math support class, or Algebra Readiness class. Bilingual instructional aides help support newcomers to the country and paraprofessionals work in the intervention courses.

At Woodside High School, the AVID program has worked towards closing the achievement gap. Sections of AVID have doubled from 4 to 8, focusing on first- generation college-bound students and those who fit the "student in the middle" profile. To teach these sections, a math teacher and a Spanish-speaker have been added.

AVID has assisted in the implementation of EOS, which has increased the numbers of students in AP classes to better represent the overall school demographic. Teachers met with AVID students who showed AP potential. AVID led an AS/AP Boot Camp (mentioned previously), intended to help first time Advanced Standing and Advanced Placement students to feel welcome and to access the curriculum by teaching proven strategies for study skills.

AVID offers after school tutorials to both AVID and non-AVID students. In addition, four college trips are now offered during the school year, and non-AVID students are invited to participate. There is fundraising for these field trips so that no student is turned away for financial reasons.

Woodside High School has implemented an after school tutoring program four days a week that is modeled after the AVID tutorial process. The Den (a new tutoring program, started Nov. 2014) provides on-site tutoring by credentialed teachers in the core subjects in a relaxed environment. At student request, hot drinks and snacks are provided.

Woodside High School continues to support and refine programs such as Compass, Title 1 parent meetings, math & writing tutorials, and the academies. To support students seeking more academic challenges, Woodside offers AVID, ALearn, AS/AP programs, and summer math acceleration opportunities.

Woodside has maintained its two academy programs: The Business Tech Academy and the Green Academy (GA). The Business Tech Academy (BTA), for example, requires that the majority of its students are identified as "at risk." Consequently the cross-curricular assignments/activities are designed and scaffolded to ensure enhanced literacy to close the achievement gap.

The BTA has emphasized closing the achievement gap by scaffolding literacy assignments for all levels. For example, there is the LIP (Literacy is Power) assignment that has a reading, writing, and oral presentation component. The LIP is an outside reading requirement for all academy students. The books selected for the LIP assignment are chosen based on the interests of academy students and their abilities to read at a young adult level. In addition to the LIP requirement all Academy teachers teach literacy in their content areas. These include: report writing, research writing, response to literature, reflections, professional correspondence (professional email writing), introduction letters to Academy teachers, Socratic seminars, oral presentations, and resume writing. In the GA, the core curriculum requires students to complete and present an Environmental Heroes research project, which enhances their understanding of the sacrifices others have made in fields such as wilderness protection, food safety, and/or climate change, while building literacy skills.

In the GA, teachers meet individually with each 11th grader and his/her parent to review progress toward graduation, and to discuss short and long-term goals with respect to college. Much of the planning for these events occurs during early release collaboration time. Again, this goal-setting is key in keeping students on track for A-G completion, and ultimately, closing the achievement gap.

In both the BTA and the Green Academy, each junior is connected with a mentor from the professional community who works in the field most closely aligned with each student's post-graduation interests. For example, mentors from the following industries have mentored BTA students: medical field, legal field, military, firefighters, technology, law enforcement, accounting, design, sales, culinary arts, marketing, cosmetology, education, as well as entrepreneurs. The

mentor relationship is an important component in trying to close the achievement gap. Mentors become role models and examples of why success in school is vital.

Critical Academic Need #2: To establish a school culture based on the *8 Conditions* and to build a spirited school community.

This addresses the following Critical Areas for Follow-up: 3, 4

The 8 Conditions are integrated into school culture and curriculum in a variety of ways. At a school-wide level, specific days and activities are dedicated to promoting these conditions with staff and students. Aspirations days evolved from a commitment to value, engage, and explicitly address with the entire student body and faculty each of the 8 Conditions. Student leaders and faculty collaborate in the planning and presentation of the lessons. The school has committed to four Aspirations days this year, having accomplished three such days in the previous year. This uniform integration of the 8 Conditions into the life of the school embeds them with meaning and merriment.

Likewise, the Big Read, as mentioned previously, is a school wide effort that directly supports the 8 Conditions. By removing the punitive element previously associated with summer reading and encouraging students and staff to participate in summer reading for the sheer joy of reading, we are fostering belonging, a sense of accomplishment and leadership and responsibility. The Big Read lessons are designed to encourage participation of all students—including those who did not finish the reading. They were created collaboratively to support belonging and inspire interest in the assigned books and reading. The design of the groups brought students of different demographic and grade level groups together, which not only created a fun and exciting environment, but also inspired creativity and curiosity as different student perspectives were shared.

More generally, the 8 Conditions are integrated into courses on a day-to-day level because teachers use their syllabi to identify conditions promoted and cultivated in their courses. Many of the activities used during the Aspiration days are recycled by staff in their own lesson plans to promote belonging and to foster a sense of fun and excitement. Many classes have aspirations bulletin boards or examples of class work related to the 8 Conditions displayed. Each department includes Aspirations as part of their monthly meetings.

The English department provides a good example of how the 8 Conditions are integrated into specific curriculum. The English department has adopted core novels at each of the four grade levels. Students in each grade level read the same novel during two different periods of the school year. Having a common novel to discuss fosters a sense of belonging, fun and excitement, and curiosity and creativity among members of the class.

A particular assignment that embeds most of the 8 Conditions is the Senior Exhibition Project. Because it is a landmark experience, preparing all students for college and involving most WHS staff and faculty, it shapes school identity and fosters belonging. As students choose their own topics, curiosity drives their investigations from start to finish. Its experiential components bring out the spirit of adventure and confidence to take action, and, upon completing it, students report feeling a profound sense of accomplishment. With the implementation of common core, the SEP has been revised and backwards-planned to build core reading and writing skills that students will take with them across all English and Social Studies classes--creating a shared academic experience throughout all four years of high school.

The Green Academy provides another example of how the 8 Conditions are integrated into our curriculum. The Green Academy, as with all California Partnership Academies, by definition creates a feeling of belonging for students. The smaller class sizes and frequent interaction with the same students and staff form an intimate environment for teaching and learning. Students become heroes to one another as they see each other progress academically to graduation. Teacher-student relationships are solid, and students know teachers are there for them.

As the engagement of the family is instrumental in student achievement and development of school community, the Green Academy (GA) works hard to draw busy parents onto campus. Last year the academies (GA & BTA) hosted a 1920s event in the Performing Arts Center on Open House night. Music, portfolios and costumed students enlivened the evening, and students were able to demonstrate their mastery of a given topic. This year the 10th graders are hosting a Family Open House in the Garden on a Wednesday afternoon. Parents and siblings are invited to tour the garden with their student, to better understand the CTE I curriculum.

Academy classes and CTE curriculum involve hands-on learning and study trips. Field studies occur in the forest, at the coast, along the Bay Area wetlands, and in Bay Area museums. Study trips, and follow-up activities, are fun, but they also bring out curiosity and appreciation of the adventure of leaning. Leadership opportunities are a part of study trips. The Forestry Challenge involves student teams competing with other schools in exhibitions of forestry management skills. Student leaders create and present a Showcase each year, which doubles as a welcoming event for freshmen recruits in the spring.

CTE II students have the opportunity to participate in our Bike Shed program, which is expanding due to our Safe Route to Schools grant. Students learn to rebuild and maintain bikes and teach each other new skills in the process. The current grant will allow the program to expand to other schools in the district, as well as to feeder schools.

The Green Academy program requires students to perform at least 12 hours of environment-related community service each year. This includes a range of activities from planting trees, to cleaning trash from creeks and coastline, to participating in fundraising for clean water systems. Community service involves hard work and accomplishment of a job well done. This year, Green Academy students partnered with Rotary and H2Open Doors to raise funds for a clean water filtration device to be delivered to an impoverished village in Mexico. Six GA students travelled

to Mexico and were present when the children of the village first experienced access to clean water by simply turning a tap.

The World Language department has embraced the 8 Conditions. Students have a sense of accomplishment as they acquire language and literacy skills in these classes. The Spanish classes in particular boast high achievement rates on the AP exams in Language and in Literature. Because the Latin, Mandarin, and French programs are smaller, and are taught across the years by one or two teachers with the same group of students, there is a definite sense of belonging in those classes. In class review games, student-hosting programs, language clubs, and student travel opportunities are all a part of the fun an excitement and sense of adventure that this department embraces.

Another group that plays a vital role in the integration of the 8 Conditions into our school culture is the Performing Arts Center Players (PAC Players). This collaboration group works to open the theater up to staff and students across disciplines. Students with special needs have access to drama productions and actual performances. They foster a true sense of belonging, and a spirit of accomplishment for all. In fact, the PAC is the most accessible theater in the area. Talent shows have helped build a spirited community by extending an open invitation to the entire student body. There is a marked rise in the number of students who audition for our performances. Currently we're making an effort to engage even more students by acquiring more technological set design equipment and other production tools to train them. The PAC is always promoting curiosity and creativity. The community and parents are also engaged thanks to the efforts of a community representative. Band performances during rallies and local parades raise awareness of our music program and build spirit within and outside the school; the community actually requests our band to play out locally. Other students extend the spirit of WHS community by entering local art, photography, and video contests.

The Digital, Visual, and Performing Arts department has continued producing daily announcements which now incorporate the advanced technology featured in the new I-wing. The announcements regularly feature key elements of daily student and school life, and now include Athlete of the Week recognition and Student of the Month recognition. On designated Fridays members of the Woodside High School audio production classes play music for the student body at lunch. Previously this would happen only on the quad; now, however, we are incorporating the space near the I-Wing for these events. Four times a year the DVPA program puts on "Art Boom" for students to exhibit and showcase their work.

The student body now has more opportunities to take part in formal intramural sports than they had in 2012. Student-Staff athletic activities, especially at lunchtime, have become popular and part of the fabric of what we do. The Safe Schools Ambassador program has embraced the language of the 8 Conditions. They recognize students and sponsor activities that embody the values of the 8 Conditions. Most recently the Safe Schools Ambassadors presented a campus-wide staff/student treasure hunt that highlighted the spirit of adventure, confidence to take action, leadership & responsibility, and heroes. Rallies in the quad and the new bi-annual all school rallies in the new gym create a sense of belonging and excitement. Changes in the homecoming week make it easier for all students to participate. It is more inclusive. The staff skit at the rally has

become an expected and favorite element. College Day has expanded to inspire all students to get more excited about school and their academic future. A college-bound culture is evolving as a component of Woodside's spirited school community.

There have been a myriad of campus changes linked to our goal of establishing a culture based on the 8 Conditions, which in turn helps close the achievement gap. Obviously, the Aspirations days and the Big Read were mentioned previously. Also mentioned briefly was the two-day AP "boot camp". Woodside High School continues to work on developing and promoting successful programs such as these. We are also working to truly embrace the 8 Conditions. While all these efforts have helped bring the 8 Conditions into the classroom and school culture at a deeper level, there are still improvements to be made. For example, conditions could be explicitly written into lessons, rather than simply mentioned in a syllabus. To do this in a meaningful way, collaborative time needs to be set aside for teachers to discuss how they do this so that best practices can be established. We will continue this work as stated in the action plans discussed in the next chapter.

V: Schoolwide Action Plan

In Spring of 2012, Woodside High School identified two primary Critical Academic Needs (CANs).

CAN #1: To close the achievement gap through an emphasis on the development of literacy skills.

CAN #2: To establish a school culture based on the *8 Conditions* and to build a spirited school community.

In Fall of 2012, Woodside again reviewed these CANs as a staff with the new principal. The SDMC then revised the action plans associated with these goals to refine the school's vision for the coming year. During the 2013-2014 school year, the SDMC worked off those revisions to guide the initiatives and programs the school undertook. This led to such developments as the Aspirations Periods and The Den. In Fall of 2014, as a part of the WASC mid-cycle review process, the SDMC felt compelled to revise the action plan steps again.

It is clear that the entire staff is aware of and is actively working on the Critical Academic Needs from the WASC report of 2012. The programs that Woodside undertakes are often staff generated, then SDMC approves and implements those programs. As detailed in the following pages, once programs are implemented, SDMC monitors and revises. This has lead to eliminating Woodside Writes, for example, or to expanding and refining successful programs like College Day. What follows is the most recent Action Plan which comments and amendments.

Chapter V: School-wide Action Plan – revised 11-13-12 by SDMC – draft revisions from ad-hoc group (principal, parent, teacher, student, classified) 12/3/14 for SDMC approval on 12/8/14 meeting

Critical Academic Need #1: To close the achievement gap through an emphasis on the development of literacy skills.

Rationale

A salient achievement gap exists between Caucasian students and other subgroups, including: Hispanic, African-American, Pacific Islander, socio-economically disadvantaged, students with special needs, and English learners. *Please note for both action plans that as per the WASC training, we have not extended time lines beyond three years (in most cases), though many steps are ongoing and will be evaluated and revised as necessary at the three year mark. The 2014 revisions extend the timeline for another three years to 2018.*

Growth Targets

- ~~ALL students will advance to the next performance band in CST assessments~~. Remove this target since CST's are no longer are used by the state. Replace with a new target based on the SBAC when it is given this spring, providing a new baseline.   Only CST Science is still being used to determine AYP.

- The number of graduates meeting the CSU and the UC A-G requirements will increase by a minimum of 5% in all subgroups over the previous year's baseline. **DATA available at SDMC mtng.**

- The number of students receiving a proficient score on each section of the CAHSEE, on the initial 10th grade administration, will increase by a minimum of 5% over the previous year's baseline **DATA available at SDMC mtng.**

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A. ELs consistently enrolled in WHS courses during the previous school year will advance at least one level of proficiency as measured by the total score on the fall administration of the CELDT. **DATA available at SDMC mtng.**

- The percentage of freshmen that complete at least 50 credits with a grade of C or better by the end of their freshman year (post summer school) will increase by 5% from the previous year's baseline. **DATA available at SDMC mtng.**

ESLRs Addressed

All of the "8 Conditions" will need to be addressed in order for under-performing students to maximize their academic and personal potentials: Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, Confidence to Take Action.

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
~~Apply for/ implement 21st Century Grant to provide a comprehensive after-school~~	~~Principal, Aspirations Program Coordinator, all staff~~	~~$1.25M (over five years) grant from CDE; 21st Century Grant Document/ Outline for Program/ MOUs~~	~~Annual evaluation and progress reports; external evaluator~~	~~Spring 2012— Spring 2015~~ Note –WHS was not granted funding.

22

~~program (Aspirations)~~				This action plan item is suspended.
Implement Title I Mentoring Program and Supplemental Educational Services (SES)	IVP, Guidance Counselors, Director of EL (SUHSD), Principal, Asst. Superintendent of Ed Services, All Staff	Title I funding; additional district funding for SES	Title I student grades and progress reports, homework accountability	2012 Implementation; 2013/annual SDMC Evaluation Continue through 2018

Follow Essential Program Components (EPCs) and continue work with DAIT provider	Principal, IVP, AVPs, department chairs, content coaches, all staff	District funding; Title I funding; Program Improvement funding	Achieve a rating of "4" (top rating) on each EPC as evaluated by DAIT provider. District is continuing use of tools from same DAIT provider, ALS (Action Learning Systems). The rating system was suspended and replaced with the annual report to the Board.	Spring 2012—Spring 2014; duration of PI status Continue through 2017 or as long as district remains in DAIT.
Identify 9th-&10th-graders who are not meeting school goal of 25 credits with Cs or better at semester *and* place in appropriate intervention	Guidance Counselors, Admin Team, Bilingual Parent Coordinator, Special Ed case managers	Infinite Campus; Intervention Programs	Progress reports; quarter and semester grades; # of intervention referrals; Nova Net/ APEX/ Cyber High credit recovery	2012—2018 Twice yearly review of semester & final grades
Focus professional development opportunities on DII (Direct Interactive Instruction) strategies	Principal, IVP, department chairs, Assistant Superintendent of Ed Services, content coaches	Professional development funds, release days, release time for coaches and instructional leaders	Student performance; best practices; teacher planning and curricular modification. Every department has completed DII training, and new teachers receive yearly DII training. District-sponsored campus walk-thrus using DII rubric. Participation in	Spring 2012—Spring 2013; duration of PI status Fall 2013 – Spring 2015; duration of PI status

				district walk-thrus on other campuses.	
Implement progressive discipline and positive behavior reinforcement	AVPs, Principal, IVP, all staff	Infinite Campus, KLEAR, mental health counseling, parent meetings, Sequoia Health Foundation grant for Adolescent Counseling Services funding	Number of expulsions and suspensions; No Privileges List; attendance/ detentions; increased lunch and extra-curricular activities; use of tutorials for detention; "Stand up Jar"; Number of ATS referrals	Fall 2012—Spring 2013; ongoing Evaluation Spring 2013, Spring 2015 Continued funding for lunch intra-murals rec'd through Spring 2015. ATS (alternative to suspension) added in 2012 with continued funding rec'd through Spring 2015.
Work to foster the Quaglia Institute's "8 Conditions"	Aspirations Leadership Team, SDMC, all stakeholders, Students-Offering-Support (SOS)	Quaglia Institute, district funding	*My Voice Survey* Results; School-wide writing assessment; ESLR reflection; Aspiration periods reflection	Fall 2011— Spring 2013 Spring 2016 (three-year contract with Quaglia Institute, extended three years); continue My Voice Surveys through Spring 2015 Spring 2016; Spring 2015 evaluate continued use of surveys (must pay); use of iknowmyclass surveys
Continue to foster AVID and ALearn programs	Principal, IVP, District Office, AVID Coordinator, Mathematics department chair, all staff	District funding, private funds	Number of under-represented students in AS/AP classes; A-G completion rates; annual Board report	Summers 2011 & 2012 Pilot and Implementation; Bi-annual SDMC evaluation
Continue to foster Compass and Summer Math Acceleration program	Principal, IVP, staff, Mathematics department chair, District Office	District funding, yearly private funds (Foundation)	Number of 9th-graders earning 50 credits or more with Cs or better; increased Math placements, anecdotal focus group reports	Annual Evaluation/ Data Review Fall 2012—Spring 2015 2017

Implement Equal Opportunity Schools (EOS) strategies: stu/tchr surveys, outreach, supports	Principal, IVP, staff, ASAP (Advanced Standing/Advanced Placement) teacher committee, District Office, EOS coordinator	District funding, EOS	Number of under-represented students in AS/AP classes; number of student attending summer bootcamps; number of students earning a C or better	Fall 2013 – Spring 2014 partnership with EOS Summer 2014 – Spring 2015
Implement after school tutoring venues and homework café: The DEN	Principal, IVP, staff, ASAP (Advanced Standing/Advanced Placement) teacher committee	EOS grant for reaching goals, Wells Fargo Community grant, school discretionary funds, private funds (Foundation)	Number of student users each semester; user surveys	Fall 2013 – spring 2016
Implement The BIG READ as a common academic experience for all students	Principal, IVP, staff, SDMC, Leadership students as discussion leaders	District funding, site discretionary funding	Participation rates, anecdotal evaluation of event	Fall 2013 – spring 2016

Critical Academic Need #2: To establish a school culture based on the *8 Conditions* and to build a spirited school community.

Rationale

The Shared Decision-making Council (SDMC) reviewed the *My Voice* surveys from Spring 2012 for students, staff, and parents. Some of the findings from the review that served as a catalyst for dialogue included:

- 87% in 2012, 85% in 2014 of students say that they want to do better in school
- 70% in 2012, 65% in 2014 of students say that they feel teachers respect them
- 62% in 2012, 63% in 2014 of students say that they are excited to tell friends when they get good grades
- 60% in 2012, 54% in 2014 of students say that students are supportive of each other
- 51% in 2012, 47% in 2014 of students say that they feel staff have fun at school
- 44% in 2012, 43% in 2014 of students say that they find school boring
- 53% in 2012, 50% in 2014 of students say that students respect teachers
- 47% in 2012, 41% in 2014 of students say that they are a valued member of the school community
- 47% of students say that they respect each other (males 42% in 2012, 46% in 2014, females 43% in 2012, 45% in 2014)
- 39% in 2012, 33% in 2014 of students say that bullying is an issue

Growth Targets

The *My Voice* surveys for students, staff, and parents will be administered on an annual basis. The SDMC will review the data with a particular focus on the areas stated above as well as other indicators of school culture, including: rates of student participation in extra-curricular activities, athletics, clubs, dances, and rallies. Teachers also have access to Quaglia's iKnow surveys which allow teachers to gather perception data for specific classes.

ESLRs Addressed

The Woodside High School community is committed to fostering the following "8 Conditions" in order to maintain a healthy school culture: Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Curiosity and Creativity, Spirit of Adventure, Leadership and Responsibility, Confidence to Take Action.

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of improvement	Timeline
Continue Aspirations work with the Quaglia Institute	Aspirations ~~Leadership~~ Collaboration Team, SDMC, Principal	District funding, site discretionary funding	*My Voice* surveys; student and staff interviews Staff development 11-7-12 – teacher handout/goals	Fall 2011—~~Spring 2013~~ Spring 2016; 2013-~~2014~~ 2016 continue with Quaglia initiatives, extended three years; 2014-2015 SDMC evaluation of initiatives, including Aspirations periods
Create and implement a reflection for newly adopted ESLRs (8 Conditions)	SDMC; Department chairs	SDMC ad-hoc collaboration; ~~The Write Stuff~~ Collaboration Group; Staff	SDMC reflection; feedback from students and staff	2012-13 Implement New Writing Day prompts based on the conditions; Spring 2013 evaluate/revise writing prompts; initiative ~~dropped upon reflection~~ replaced with Aspirations periods

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of improvement	Timeline
Continue to support school activities that foster school spirit (e.g. all school and freshman assembly and Spirit Week, Aspiration periods)	All stakeholders	School communications: *Communicat*, website, weekly bulletin, Collaboration 2 group "Connections," planner, calendar, announcements, digital newspaper, social media (Facebook, Twitter), staff t-shirts, mousepads	Student feedback; staff feedback; *My Voice* surveys	Fall 2012 Continue all school assembly/rally; Continue annual Freshman Assembly/Rally; 2012-13 addition of second spirit week; Annual SDMC/ Student Leadership review of school goals Aspiration periods
Commit resources and time to	Principal, administration,	~~21st Century Grant, private funding,~~	Writing Day 2012 agenda (time for two	Spring 2012—2015 Annual spring

programs and collaborations with an emphasis to foster and enhance a positive school climate	SDMC, Students-Offering-Support (SOS)	"Special Project" days (College Day, Club Day, ~~Writing Day~~, School Rally), Collaboration 2 groups, California Partnership Academies, Wildcat Schedule, Summer Compass Program	periods of "Special Projects"); Collaboration Schedule; Positive School Climate Collaboration 2 Group minutes and initiatives Staff development fall 2012; recognition of playoff teams receiving Jamba Juice with the Principal	proposals and SDMC review
Integrate/ embed "8 Conditions" into curriculum/lessons/ Open House/ Unsung Heroes/ Summer Compass Program	Teachers, department chairs, administration	Quaglia Institute, department meetings and collaborations	Lesson plans; assignments and projects; syllabi; class observations; department meeting agendas	2012-2013 "8 Conditions" will be present on all syllabi; 2013-15 Annual Department review/evaluation of integration of "8 Conditions"; Annual Spring My Voice IKnow Surveys 2012-2016
Recognize Positive Behaviors	Administration, all staff, all stakeholders	Professional development, Infinite Campus, department meetings and collaborations	Positive phone calls and postcards home; student recognitions; Infinite Campus documentations Student of the week (month) – implemented 2012	2012-2013 Implementation of Student Commendation protocol; 2013-2015 consideration and implementation of additional method of commendation/ recognition; 2013-15 Student of the Week/Month program; 2014-15 Athlete of the Week program
Continue College Day	all stakeholders	Community members, private funding	Student participation based on attendance, SDMC reflection,	Continuing 2012-2018

28

			number of students taking college entrance exams	