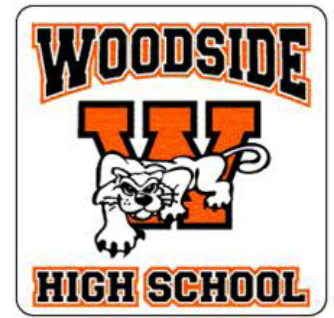OUR
MESSAGE

OUR
SCHOOL

OUR
TEACHERS

Woodside High School

2014-15
School Accountability Report Card

Published in 2015-16

Diane Burbank
Principal
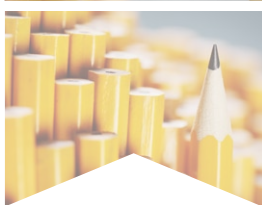dburbank@seq.org

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Sequoia Union HSD

SARC

Principal's Message

Welcome to Woodside High School, a diverse and rigorous learning community committed to preparing students for college and university study. Our learning community prides itself on serving students with a broad range of needs, including English learners, Advanced Placement, autism, Resource Specialist Programs, independent learning and college preparatory programs. Woodside High School (WHS) continues to meet its growth targets due to the dedication of a highly skilled faculty and the employment of the latest innovations in technology, instruction and assessment. Our comprehensive program offers a plethora of opportunities in interscholastic athletics, more than 40 student-driven clubs, a marching band, the performing arts, and an award-winning Robotics Team. The quality of instruction at Woodside High School is our strongest positive, and I will work to make it even stronger, because that's where the magic happens.

Woodside High School students graduate ready to take on the challenges of a demanding university environment and with a unique understanding of a complex and diverse society. Our students have been recognized for their exemplary contributions to their respective communities in the area of community service. Furthermore, Woodside High School provides choices for students as to how to satisfy the University of California and California State University A-G entrance requirements; more than 98 percent of our students get their first choice of classes. Woodside High School offers a learning community built on the foundation of rigorous standards, collaboration among all stakeholder groups, empathy, respect, and the pursuit of excellence and well-being. This learning community provides students with the opportunities to explore their interests in a diverse, multicultural environment.

I believe that high schools have the obligation to get it right. At Woodside High School, we intersect highly qualified adults on campus, students who really do want to do the right things, and a community that supports both the adults and the students. At Woodside High School, we have diversity and opportunity. Our diversity is in our people—grade levels, socioeconomic status, ethnicity, learning styles, and interests. Our diversity is in our programs—Advanced Placement, Green Academy, Business Academy, special education, English Learner Development, Project Lead the Way (an engineering pathway), the arts, to name a few. Finally, our diversity is in our approaches—SOS (Students Offering Support), Naviance, Living Skills (ninth-grade social studies), direct interactive instruction, and fostering the "8 conditions of student success," to name a few.

My point is that your student will not just survive high school; they will thrive in high school—at Woodside High School.

Diane Burbank
Principal

School Safety

Woodside's safety plan includes disaster and intruder procedures, policies regarding actions leading to suspension and or expulsion, procedure to notify teachers of dangerous pupils, sexual-harassment policy, procedure for safe ingress and egress of pupils, rules on procedures for school discipline, other safe-school strategies and programs, formative evaluation data, needs assessments and action plans. The plan was modified in September 2015 and was reviewed by the WHS staff and San Mateo County Law Enforcement Agencies. The plan is revised annually to be in line with the Sequoia Union High School District Safety Plan.

A safe, productive and educational environment is provided for all. Our staff teaches self-discipline, self-control and wise decision-making. Good communication helps to promote our positive school climate. A full activities program encourages the development of the whole student. The PTSA and the school administration communicate weekly to parents through Constant Contact and monthly through their newsletter the Communicat, as well as email blasts.

We promote a positive learning environment through high levels of expectations for student responsibility and behavior. The Conflict Mediation Program, KLEAR (Kids Learning Empathy and Respect), and SOS (Students Offering Support) provide critical support services to the student body. Certificated and classified personnel also provide support to students as needed. We have a high degree of mutual respect among all student and staff constituencies, which promotes an excellent working relationship and benefits our educational program. Woodside also offers an award-winning, competitive athletic program and extracurricular activities.

We notify parents and guardians of behavioral problems at the earliest possible date to enlist their assistance. The Sequoia Union High School District implemented School Loop. School Loop allows student and parents to monitor student attendance, grades and current assignments. The Woodside High School website is also a valuable resource for parents. Teacher Web pages, school policies and other information may be accessed at any time through the page.

All disciplinary measures adhere to the procedures set forth by both the Sequoia Union High School District Student Behavior Policy and the California Education Code. Administrators employ a policy of progressive discipline, with consequences advancing from counseling students on proper conduct to expulsion, the maximum allowed by Sequoia Union High School District Board policy.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

School Mission Statement

"All Woodside High School students can and will learn."

We believe in the transformative power of education and of public education, especially to educate all students. At Woodside, we believe we have the obligation, the challenge of getting it right. That is why our mission statement is every student can and will learn.

School Accountability Report Card

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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

Grade	Students
9	465
10	455
11	467
12	428
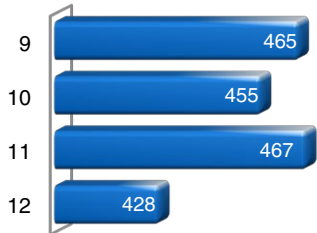
Parental Involvement

Current community involvement is accomplished through our Parent Teacher Student Association (PTSA), School Site Council, English Language Learners Advisory Group, Drama Boosters, Athletic Boosters, Music Boosters, sheriff's office, Shared Decision-Making Council, various task forces, class parent groups, Business Technology Academy, Green Academy, AVID and Compass groups.

The Woodside Foundation, consisting of parents, staff and community members, is committed to enhancing Woodside's academic programs and continues to provide necessary support and funding. Some of the projects the foundation has funded over the course of past school years include the Mandarin program, computer science sections, a full-time college counselor, class-size reduction, website and public relations materials, SOS program, technology support, library books, testing coordination, field trips, 40 SMART Boards, class sections, staff development, and tutoring services.
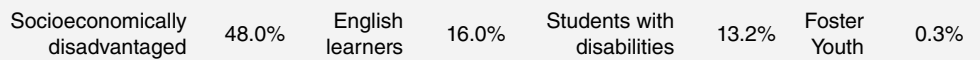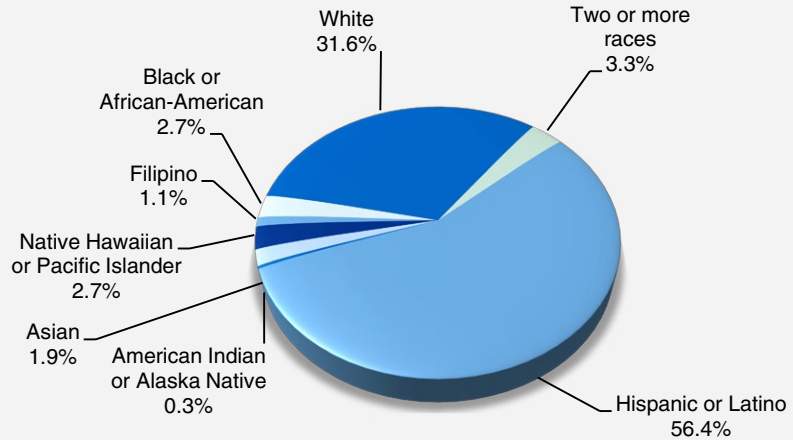
For more information on how to become involved at the school, please contact Trica Law, WHS Foundation president, contact@whsfoundation.org.

Enrollment by Student Group

The total enrollment at the school was 1,815 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

White 31.6%
Two or more races 3.3%
Black or African-American 2.7%
Filipino 1.1%
Native Hawaiian or Pacific Islander 2.7%
Asian 1.9%
American Indian or Alaska Native 0.3%
Hispanic or Latino 56.4%

Socioeconomically disadvantaged	48.0%	English learners	16.0%	Students with disabilities	13.2%	Foster Youth	0.3%

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data

Legend: 12-13, 13-14, 14-15

English language arts: 21, 21, 26
Mathematics: 25, 24, 26
Science: 25, 27, 25
History/social science: 25, 25, 27
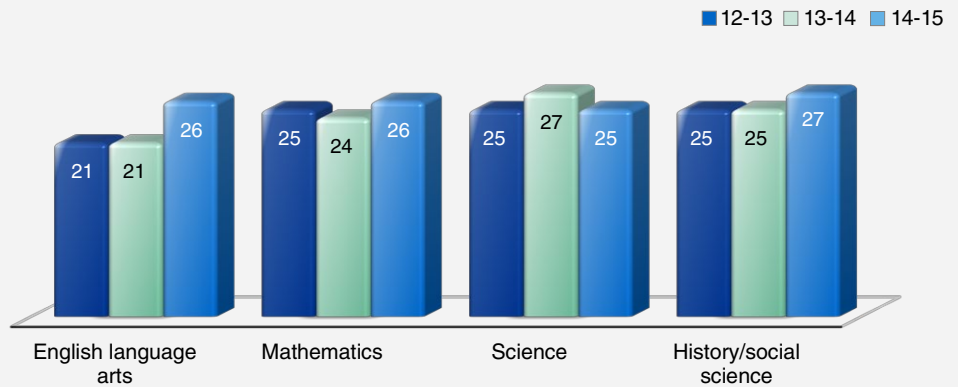
Number of Classrooms by Size

Three-Year Data

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	45	41	6	46	49	3	39	51	4
Mathematics	27	45	3	28	53		28	53	
Science	12	50	1	11	45	5	25	45	1
History/social science	15	28	6	18	26	10	15	51	

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2014-15 School Year		
	Woodside HS	**Sequoia UHSD**	**California**
Met overall AYP	No	No	Yes
Met participation rate:			
English language arts	Yes	No	Yes
Mathematics	Yes	No	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	∗	∗	Yes
Met graduation rate	No	No	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2015-16 School Year	
	Woodside HS	**Sequoia UHSD**
Program Improvement status	In PI	In PI
First year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Title I schools currently in Program Improvement		4
Percentage of Title I schools currently in Program Improvement		80.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

∗ Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

California Physical Fitness Test

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

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

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

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 9	
Four of six standards	14.6%
Five of six standards	24.9%
Six of six standards	38.2%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Woodside HS			Sequoia UHSD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	52%	50%	50%	65%	64%	61%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels	2014-15 School Year
Group	Science
All students in the district	61%
All students at the school	50%
Male	51%
Female	50%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	38%
Native Hawaiian or Pacific Islander	❖
White	72%
Two or more races	71%
Socioeconomically disadvantaged	33%
English learners	8%
Students with disabilities	23%
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards	2014-15 School Year		
Subject	Woodside HS	Sequoia UHSD	California
English language arts/literacy	57%	57%	44%
Mathematics	31%	40%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 11 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	420	401	95.5%	15%	25%	34%	23%
Male		190	45.2%	17%	28%	30%	22%
Female		211	50.2%	13%	23%	38%	25%
Black or African-American		9	2.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	1.4%	❖	❖	❖	❖
Filipino		7	1.7%	❖	❖	❖	❖
Hispanic or Latino		230	54.8%	21%	32%	34%	10%
Native Hawaiian or Pacific Islander		9	2.1%	❖	❖	❖	❖
White		128	30.5%	2%	13%	34%	47%
Two or more races		12	2.9%	8%	25%	33%	33%
Socioeconomically disadvantaged		189	45.0%	27%	32%	30%	9%
English learners		55	13.1%	60%	31%	5%	0%
Students with disabilities		37	8.8%	59%	30%	5%	5%
Students receiving Migrant Education services		1	0.2%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 11 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	420	401	95.5%	41%	25%	19%	12%
Male		190	45.2%	42%	26%	15%	14%
Female		211	50.2%	40%	25%	22%	11%
Black or African-American		9	2.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		6	1.4%	❖	❖	❖	❖
Filipino		7	1.7%	❖	❖	❖	❖
Hispanic or Latino		230	54.8%	56%	28%	11%	2%
Native Hawaiian or Pacific Islander		9	2.1%	❖	❖	❖	❖
White		128	30.5%	13%	22%	28%	34%
Two or more races		12	2.9%	33%	33%	33%	0%
Socioeconomically disadvantaged		189	45.0%	58%	28%	9%	2%
English learners		55	13.1%	96%	2%	0%	0%
Students with disabilities		37	8.8%	89%	11%	0%	0%
Students receiving Migrant Education services		1	0.2%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met   **Level 2** = Standard nearly met   **Level 3** = Standard met   **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. ✶

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement.

Students Scoring at Proficient or Advanced Levels — Three-Year Data

	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Woodside HS	62%	59%	65%	56%	62%	64%
Sequoia UHSD	67%	51%	54%	69%	56%	55%
California	57%	56%	58%	60%	62%	59%

CAHSEE Grade 10 Results by Student Group: English Language Arts and Mathematics

This table displays the percentage of students, by group, achieving at each performance level in English language arts and mathematics for the most recent testing period. For detailed information regarding the CAHSEE results, visit www.cahsee.cde.ca.gov.

Students Achieving at Each Performance Level — 2014-15 School Year

Group	English Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All students in the district	34%	21%	45%	33%	34%	33%
All students at the school	35%	26%	39%	36%	42%	22%
Male	42%	30%	28%	38%	46%	16%
Female	29%	22%	49%	35%	38%	27%
Black or African-American	❖	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖	❖
Hispanic or Latino	44%	28%	28%	47%	41%	12%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖	❖
White	13%	24%	63%	15%	45%	40%
Two or more races	35%	22%	43%	22%	43%	35%
Socioeconomically disadvantaged	49%	29%	22%	50%	41%	8%
English learners	89%	10%	1%	81%	18%	1%
Students with disabilities	79%	14%	7%	77%	19%	4%
Students receiving Migrant Education services	❖	❖	❖	❖	❖	❖
Foster youth	◈	◈	◈	◈	◈	◈

✶ Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at http://admission.universityofcalifornia.edu.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit http://dq.cde.ca.gov/dataquest.

UC/CSU Admission	2013-14 and 2014-15 School Years
	Woodside HS
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	97.68%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	52.12%

Types of Services Funded

Our funds pay for a bilingual resource teacher, instructional associate support, staff development, tutoring, AVID, technology support, departmental release days, Compass Program, Students Offering Support, California High School Exit Examination (CAHSEE) tutoring and materials, the Academic Mentoring Program, and WHS Foundation Class-Size Reduction.

Career Technical Education Programs

In 2013-14, all students had access to the following CTE pathways within California Department of Education industry sectors:

- Arts and Media Sector: Media and Design Arts and Pathway
- Food Service and Hospitality Sector: Food Service and Hospitality Pathway
- Information Technology Sector: Media Support and Services Pathway with AP Computer Science and Animation/Web Design
- Engineering and Design Sector: Project Lead the Way and engineering design pathway
- The California Partnership Business Technology Academy and The Green and Clean Academy: The program offers a school-within-a-school opportunity for students to explore related careers via more personalized instruction, business-mentor participation, and job and internship opportunities, and water and energy conservation.

Support for CTE efforts

Students participate in various career-related support activities such as the following:

- All students had access to Naviance, a college- and career-exploration software
- The Work Experience Program: Thirty-two students were employed and received classroom instruction
- The Academy Mentoring Program: Thirty-five Business Technology Academy students had business mentors; 15 applied for independent-study credit through the program
- WHS Job Placement: Students applying for employment receive counseling about the application process and connections to specific job opportunities
- Sequoia Union High School District
- The Senior Exhibition Project: Students had access to a database of professional community members who agreed to serve as interview subjects on career-related topics
- The College and Career Center: One full-time certificated counselor works to provide students with specific college and career information and opportunities, providing personal help in addition to the online guidance tool Naviance

Every 10th grader takes the ACT/PLAN test with its career-interest survey and receives results about suggested career pathways that link to Naviance.

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Woodside HS

	12-13	13-14	14-15
Suspension rates	8.9%	6.8%	5.3%
Expulsion rates	0.3%	0.3%	0.6%

Sequoia UHSD

	12-13	13-14	14-15
Suspension rates	7.6%	6.2%	4.2%
Expulsion rates	0.3%	0.2%	0.2%

California

	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

Woodside HS

2014-15 Participation	
Number of pupils participating in CTE	1,245
Percentage of pupils who completed a CTE program and earned a high school diploma	35%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	20%

"All Woodside High School students can and will learn."

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements — Graduating Class of 2014

Group	Woodside HS	Sequoia UHSD	California
All students	82.09%	82.05%	84.60%
Black or African-American	77.78%	85.33%	76.00%
American Indian or Alaska Native	100.00%	100.00%	78.07%
Asian	100.00%	97.56%	92.62%
Filipino	112.50%	103.03%	96.49%
Hispanic or Latino	75.62%	72.76%	81.28%
Native Hawaiian or Pacific Islander	75.00%	68.85%	83.58%
White	96.59%	93.49%	89.93%
Two or more races	83.33%	91.00%	82.80%
Socioeconomically disadvantaged	72.55%	69.50%	81.36%
English learners	54.41%	53.32%	50.76%
Students with disabilities	52.94%	51.94%	61.28%
Foster youth	◈	◈	◈

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates — Three-Year Data

	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Woodside HS	87.05%	92.74%	90.63%	3.60%	1.10%	3.30%
Sequoia UHSD	81.56%	87.68%	86.01%	11.10%	5.60%	6.50%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Advanced Placement Courses

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

Advanced Placement Courses

2014-15 School Year	
Percentage of total enrollment enrolled in AP courses	30%
Number of AP courses offered at the school	21
Number of AP Courses by Subject	
Computer science	2
English	2
Fine and performing arts	2
Foreign language	5
Mathematics	4
Science	4
Social science	2

Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the School Board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was September 2015. All students in the district have the textbooks and instructional materials needed for their classes. All textbooks were chosen using the state and local governing board approved lists. As such, the textbook content fits with the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List — 2015-16 School Year

Subject	Textbook	Adopted
English language arts	Prentice Hall Literature: *Timeless Voices, Timeless Themes*: Gold Level, California Edition; Prentice Hall	2004
English language arts	Prentice Hall Literature: *Timeless Voices, Timeless Themes*: Platinum Level, California Edition; Prentice Hall	2004
Mathematics	*Algebra 1*, California Edition; Prentice Hall	2005
Mathematics	*Integrated Mathematics*, McDougal Littell	2007
Mathematics	*California Algebra 2*, Glencoe	2008
Mathematics	*The Practice of Statistics*, Third Edition; W.H. Freeman	2007
Science	*Biology*, Prentice Hall	2005
Science	*Integrated Coordinated Science*, It's About Time	2005
Science	*Conceptual Physics*, Pearson/Prentice Hall	2005
Science	*Essential Environment: The Science Behind the Stories*, Pearson/Benjamin Cummings	2007
History/social science	*World Cultures: A Global Mosaic*, Prentice Hall	2007
History/social science	*Magruder's American Government*, Prentice Hall	2000
History/social science	*Economics: Today and Tomorrow*, Glencoe	2008
History/social science	*Modern World History*, McDougal Littell	2008

Professional Development

The professional-development department is part of the Educational Services Division. Professional development includes the following programs.

1. TIPS (Teacher Induction Program at Sequoia): Support for first- and second-year teachers in teaching and clearing the credential.
2. PAR (Peer Assistance and Review): Support for veteran teachers through administrative referral or teacher initiative.
3. Instructional coaching: Support for teachers in the implementation of Direct Interactive Instruction (DII). Coaches provide training, demonstration lessons, and individual coaching for teachers.
4. Co-teaching: Support for special-education and general-education teachers co-teaching core content classes.
5. Curriculum: Support for curriculum development, materials, training and department needs for science, social studies, English and math.
6. District professional development: Providing professional development through ongoing district seminars focusing on instructional best practices, materials, and curriculum training, and collaboration for co-teaching. Teachers have the opportunity to participate in instructional rounds.
7. AVID: Support for the implementation of the Advancement Via Individual Determination (AVID) program.
8. Smarter Balanced Assessment Consortium (SBAC) staff training.

Professional Development Days — Three-Year Data

	2013-14	2014-15	2015-16
Woodside HS	4 days	3 days	3 days

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject — 2015-16 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks — 2015-16 School Year

Data collection date	9/2015

Quality of Textbooks

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

Quality of Textbooks — 2015-16 School Year

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

School Facilities

Due to the support of the community, the passage of Measures V, G and J has provided the resources necessary to renovate Woodside High School. Woodside High School has benefited from significant upgrades in the past decade, and renovations continue. We have completed a 10,000-square-foot, four-classroom building to house our digital-media courses of photography, animation, audio and visual production, AP Computer Science, journalism, and yearbook. The guidance offices and the cafeteria have also been renovated, offering two new gathering spots—one for parents and one for students.

Voters just approved another bond Measure A for facility upgrades and new classrooms for enrollment growth. WHS is in design for a 10-classroom STEM Building that will break ground in 2016.

Woodside is under its estimated capacity of 2,000 students, and we expect our population to increase in the next few years. The construction underway will accommodate this anticipated increase and also propel our students into the 21st century. The school facilities are safe and clean and are adequate for the current student population. No uniform complaints regarding cleanliness, safety or adequacy of facilities were filed in 2014-15.
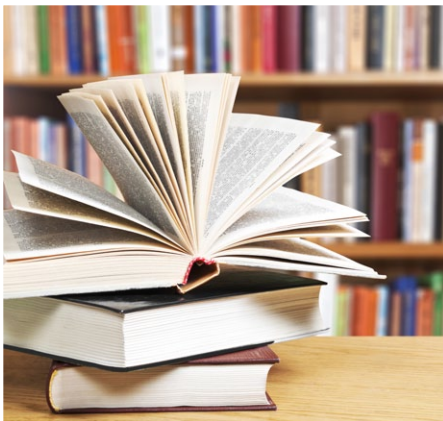
School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status			2015-16 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			9/15/2015
Date of the most recent completion of the inspection form			9/15/2015

Deficiencies and Repairs

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

Deficiencies and Repairs	2015-16 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Systems	Repairs planned for the heating system in 2016.
Cleanliness	Ongoing pest control service.
Restrooms/fountains	Ongoing maintenance planned.
Safety	Old fire safety/emergency system was removed in 2014.
Structural	Repairs are made to the roof as needed.

"Woodside High School students graduate ready to take on the challenges of a demanding university environment and with a unique understanding of a complex and diverse society."

Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Sequoia UHSD	Woodside HS		
Teachers	**15-16**	**13-14**	**14-15**	**15-16**
With full credential	528	123	128	118
Without full credential	1	1	1	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Woodside HS		
Teachers	**13-14**	**14-15**	**15-16**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	2	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Woodside HS	100.00%	0.00%
All schools in district	99.78%	0.22%
High-poverty schools in district	99.62%	0.38%
Low-poverty schools in district	100.00%	0.00%

WOODSIDE HIGH SCHOOL FOSTERS THE "8 CONDITIONS" OF STUDENT SUCCESS:

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

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

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

FUN AND EXCITEMENT
Enjoying what you are doing, whether at work, school, or play

CURIOSITY & CREATIVITY
Asking "Why?" and "Why not?" about the world around you.

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

LEADERSHIP & RESPONSIBILITY
Making your own decisions and accepting responsibility for those choices.

CONFIDENCE TO TAKE ACTION
Setting goals and taking the steps you need to reach them.

Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	5.0
Average number of students per academic counselor	350
Support Staff	**FTE**
Social/behavioral or career development counselors	2.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.4
Resource specialist (nonteaching)	2.0
Other	**FTE**
Aspirations advisor	1.0
Bilingual resource counselor	0.8
Bilingual parent liaison	1.0

School Financial Data

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

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	$10,886
Expenditures per pupil from restricted sources	$2,482
Expenditures per pupil from unrestricted sources	$8,404
Annual average teacher salary	$116,585

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

District Salary Data	2013-14 Fiscal Year	
	Sequoia UHSD	**Similar Sized District**
Beginning teacher salary	$55,763	$44,363
Midrange teacher salary	$84,966	$71,768
Highest teacher salary	$103,222	$92,368
Average high school principal salary	$158,889	$133,673
Superintendent salary	$210,994	$210,998
Teacher salaries: percentage of budget	34%	36%
Administrative salaries: percentage of budget	4%	5%

Financial Data Comparison

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

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Woodside HS	$8,404	$116,585
Sequoia UHSD	$9,858	$117,401
California	$5,348	$74,908
School and district: percentage difference	-14.7%	-0.7%
School and California: percentage difference	+57.1%	+55.6%

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.