

SARC

2017-18 School Accountability
Report Card

Published in 2018-19

Woodside High School

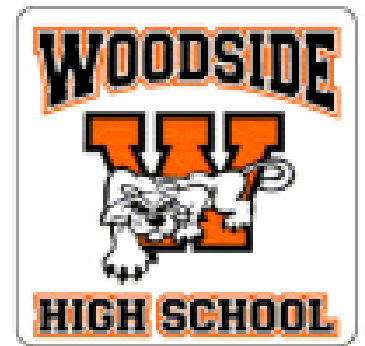
Grades 9-12
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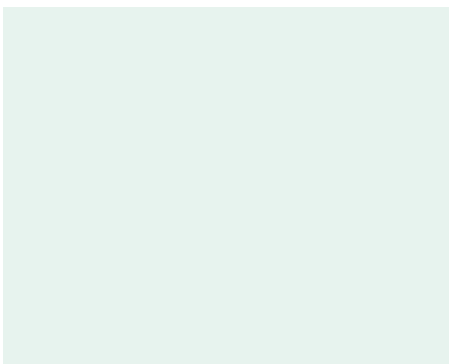
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Sequoia Union High School District

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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 students with autism and students who are English learners, and offering the Resource Specialist Program, Advanced Placement courses, and independent learning and college preparatory programs. Woodside High School 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 50 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 99 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 language development, Engineering Your World (an engineering pathway) and 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 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.

Parental Involvement

Contact info: Parent Teacher Student Association (PTSA) president, Kimberly Postlewaite, whspts199@gmail.com.

Current community involvement is accomplished through our 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 (Advancement Via Individual Determination) and Compass groups.

Woodside High School Foundation president: Renee Courington, contact@whsfoundation.org.

The Woodside Foundation, consisting of parents, staff and community members, is committed to enhancing Woodside's academic programs and continues to provide the 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, AS/AP supports, after-school tutoring at The Den, Chromebooks, STEM support, SOS program, technology support, library books, testing coordination, field trips, class sections, staff development and tutoring services.

Types of Services Funded

Our funds pay for a support services coordinator, instructional associate support, staff development, tutoring, AVID, technology support, departmental release days, Compass Program, Students Offering Support, The Den and Woodside High School Foundation Class-Size Reduction.

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.

The Sequoia Union High School District annually serves more than 8,900 9-12 grade students through its four distinguished comprehensive high schools (Carlmont, Menlo-Atherton, Sequoia, and Woodside), dependent charter school (East Palo Alto Academy), continuation high school (Redwood), Middle College (in collaboration with Cañada College) and other specialized programs and services. The district is also the sponsoring agency for two independent charter high schools (Summit and Everest). The district's Adult School based in Redwood City serves 2,000 students annually.

As part of the district's vision of engaging and preparing all students to excel in a global society, the district offers a rigorous college-prep curriculum and support to all students who aspire to higher education, including students “in the middle” and first-generation college students.



District Mission Statement

The mission of the Sequoia Union High School District is to engage and prepare all students to excel in a global society.

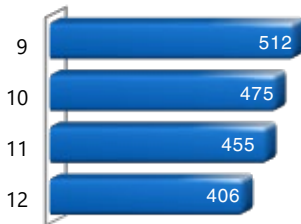
Board of Trustees

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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



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

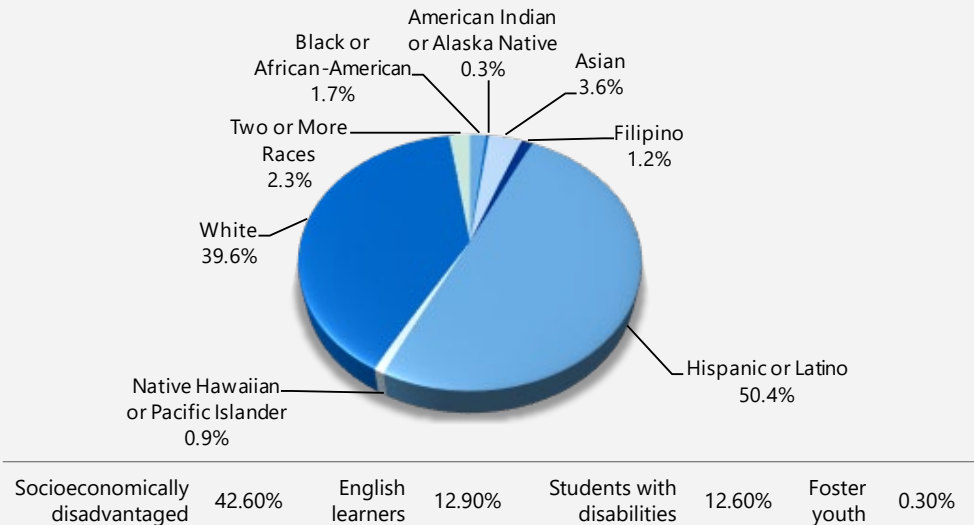
Woodside HS			
	15-16	16-17	17-18
Suspension rates	4.5%	5.6%	9.4%
Expulsion rates	0.2%	0.5%	0.2%
Sequoia Union HSD			
	15-16	16-17	17-18
Suspension rates	4.8%	5.5%	10.7%
Expulsion rates	0.3%	0.2%	0.1%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 1,848 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

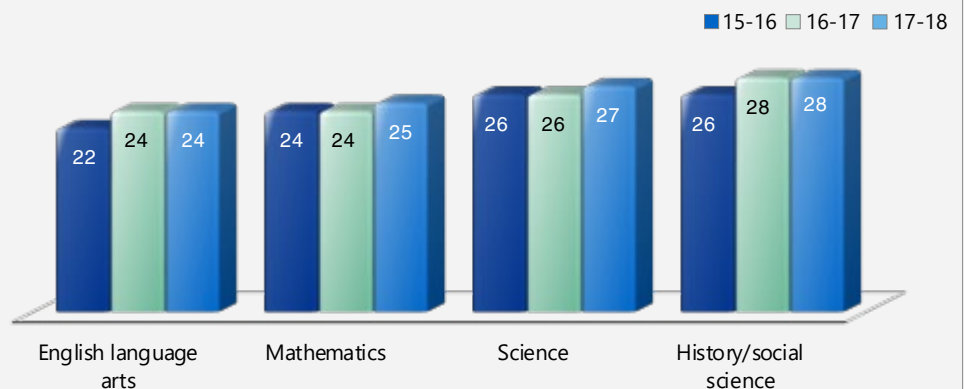


Class Size Distribution

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2015-16			2016-17			2017-18		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	28	35	3	34	51		38	54	
Mathematics	25	39	9	27	63	2	29	65	1
Science	15	32	9	10	75		10	75	
History/social science	12	31	12	4	62	3	6	66	2

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Woodside HS		Sequoia Union HSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Woodside HS		Sequoia Union HSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	69%	61%	71%	62%	48%	50%
Mathematics	44%	37%	49%	45%	37%	38%

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.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Woodside HS
		Grade 9
Four of six standards		14.50%
Five of six standards		24.30%
Six of six standards		34.30%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grade 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	430	413	96.05%	61.41%
Male	206	196	95.15%	51.53%
Female	224	217	96.88%	70.37%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	20	19	95.00%	84.21%
Filipino	❖	❖	❖	❖
Hispanic or Latino	231	222	96.10%	42.08%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	158	151	95.57%	88.08%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	195	187	95.90%	35.48%
English learners	93	90	96.77%	12.36%
Students with disabilities	44	41	93.18%	19.51%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	429	410	95.57%	36.67%
Male	205	196	95.61%	34.69%
Female	224	214	95.54%	38.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	20	19	95.00%	68.42%
Filipino	❖	❖	❖	❖
Hispanic or Latino	230	220	95.65%	19.18%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	158	150	94.94%	59.33%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	195	185	94.87%	16.30%
English learners	93	88	94.62%	6.90%
Students with disabilities	44	40	90.91%	5.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.

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 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	2016-17 and 2017-18 School Years
	Woodside HS
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	98.70%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	61.01%

Career Technical Education Programs

In 2017-18, all students had access to the following CTE pathways within the 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 career technical education (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: 42 students were employed and received classroom instruction
- The Academy Mentoring Program: 44 Business Technology Academy students had business mentors; 15 applied for independent-study credit through the program
- Woodside High School 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



"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."

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	
2017-18 Participation	
Number of pupils participating in a CTE program	1,681
Percentage of pupils who completed a CTE program and earned a high school diploma	62%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	55%



Advanced Placement Courses

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

Advanced Placement Courses	
2017-18 School Year	
Percentage of total enrollment enrolled in AP courses	33.60%
Number of AP courses offered at the school	44
Number of AP Courses by Subject	
Computer science	0
English	18
Fine and performing arts	2
Foreign language	6
Mathematics	10
Science	3
Social science	5

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-served 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.

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. 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. For more information, please visit www.cde.ca.gov/ci/gs/hs/hsggrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhsggradreq.asp.

Completion of High School Graduation Requirements			Graduating Class of 2017
Group	Woodside HS	Sequoia Union HSD	California
All students	90.41%	88.51%	88.72%
Black or African-American	80.00%	87.18%	82.15%
American Indian or Alaska Native	100.00%	100.00%	82.81%
Asian	83.33%	95.36%	94.93%
Filipino	100.00%	96.23%	93.45%
Hispanic or Latino	85.19%	82.11%	86.54%
Native Hawaiian or Pacific Islander	100.00%	91.53%	88.56%
White	96.03%	94.17%	92.12%
Two or more races	100.00%	97.83%	91.15%
Socioeconomically disadvantaged	93.49%	91.36%	88.64%
English learners	59.09%	57.28%	56.74%
Students with disabilities	78.95%	60.72%	67.12%
Foster youth	❖	50.00%	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates				Three-Year Data		
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Woodside HS	89.40%	96.10%	89.30%	4.50%	2.10%	3.10%
Sequoia Union HSD	86.00%	90.50%	88.10%	5.70%	5.80%	4.20%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ 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.

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 on September 26, 2018. 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		2018-19 School Year
Subject	Textbook	Adopted
English language arts	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes; Gold Level, California Edition; Prentice Hall</i>	2004
English language arts	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes; Platinum Level, California Edition; Prentice Hall</i>	2004
Mathematics	<i>Big Ideas Math, Algebra 1: A Common Core Curriculum, Big Ideas Learning</i>	2017
Mathematics	<i>Integrated Mathematics, McDougal Littell</i>	2007
Mathematics	<i>Discovering Geometry, 5th edition, Kendall Hunt Publishing Company</i>	2015
Mathematics	<i>Big Ideas Math, Algebra 2: A Common Core Curriculum, Big Ideas Learning</i>	2016
Mathematics	<i>Statistical Reasoning in Sports, W.H. Freeman and Company</i>	2014
Mathematics	<i>The Practice of Statistics, 3rd Edition; W.H. Freeman</i>	2007
Mathematics	<i>Calculus of a Single Variable, 8th edition, Houghton Mifflin Company</i>	2007
Mathematics	<i>Calculus Early Transcendentals, AP edition, Cengage Learning</i>	2011
Science	<i>Earth Science, Pearson</i>	2012
Science	<i>Biology, Prentice Hall</i>	2005
Science	<i>Campbell Biology, AP edition, 9th edition, Benjamin Cummings</i>	2011
Science	<i>Introduction to the Human Body: The Essentials of Anatomy and Physiology, 7th edition, John Wiley & Sons, Inc.</i>	2008
Science	<i>Conceptual Physics, Pearson/Prentice Hall</i>	2005
Science	<i>Physics for Scientists and Engineers, A Strategic Approach, Vol. 1, Pearson/Addison Wesley</i>	2007
Science	<i>Chemistry, Holt</i>	2008
Science	<i>Modern Chemistry, Holt, Rinehart and Winston</i>	2008
Science	<i>Living by Chemistry, First Edition, W.H. Freeman and Company</i>	2010
Science	<i>The Environment: The Science Behind the Stories, 5th edition / AP edition, Pearson</i>	2007
History/social science	<i>World Cultures: A Global Mosaic, Prentice Hall</i>	2007
History/social science	<i>Modern World History: Patterns of Interaction, CA edition, McDougal Littell</i>	2008
History/social science	<i>A History of Western Society, 9th edition / AP edition, Houghton Mifflin Company</i>	2009
History/social science	<i>The Americans: Reconstruction to the 21st Century, CA edition, McDougal Littell</i>	2006
History/social science	<i>America's History: for the AP Course, 8th edition, Bedford</i>	2017
History/social science	<i>Magruder's American Government, Prentice Hall</i>	2007
History/social science	<i>Economics: Today and Tomorrow, Glencoe</i>	2008

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	
2018-19 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 Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	9/26/2018

Quality of Textbooks

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

Quality of Textbooks	
2018-19 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 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 October 2018 and was reviewed by the Woodside High 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.

Woodside provides a safe, productive and educational environment 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 Communicator, as well as email blasts.

We promote a positive learning environment through high levels of expectations for student responsibility and behavior. The Conflict Mediation, Kids Learning Empathy and Respect (KLEAR), and SOS programs 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 extra-curricular 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.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2018-19 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		10/11/2018
Date of the most recent completion of the inspection form		10/11/2018

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		2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
External	Paint handrails.	November 2018

School Facilities

Because of the support of the community, the passage of Measures V, G and J has provided the resources necessary to renovate Woodside High School. The school has benefited from significant upgrades in the past decade, and renovations continue. We have completed a 10-classroom building to house our science, technology, engineering, and mathematics (STEM) courses. Woodside also renovated the Culinary Arts, Confidential Space and the cafeteria.

Woodside is under its estimated capacity of 2,000 students, and we expect our population to increase in the next few years. The construction completed and planned will accommodate this anticipated increase and also propel our students into the 21st century. The school facilities are safe, clean and adequate for the current student population. No uniform complaints regarding cleanliness, safety or adequacy of facilities were filed in 2018-19.

*"Your student will not just survive high school;
they will thrive in high school—at Woodside High School."*

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 Union HSD	Woodside HS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	558	122	107	108
Without a full credential	7	0	1	2
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 that total teacher misassignments includes the number of teacher misassignments of English learners.

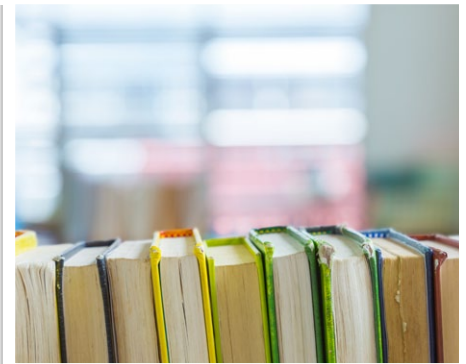
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Woodside HS		
Teachers		16-17	17-18	18-19
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

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

1. Teacher Induction Program at Sequoia (TIPS): Support for first- and second-year teachers in teaching and clearing the credential.
2. Peer Assistance and Review (PAR): 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. Constructing Meaning Cohort Training
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, curriculum training and collaboration for co-teaching. Teachers have the opportunity to participate in instructional rounds.
7. Advancement Via Individual Determination (AVID): Support for the implementation of the AVID program.
8. Smarter Balanced Assessment Consortium (SBAC) staff training.

Professional Development Days		Three-Year Data		
		2016-17	2017-18	2018-19
Woodside HS		3 days	3 days	3 days



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	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	5.0
Average number of students per academic counselor	390
Support Staff	
	FTE
Social/behavioral counselor	1.0
Career development counselor	1.5
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.5
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0
Other	
	FTE
Student supports coordinator	1.0
Aspirations advocate	1.0
Aspirations advocate paraprofessional	1.0
Mental health interns	7.0

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	
2016-17 Fiscal Year	
Total expenditures per pupil	\$14,075
Expenditures per pupil from restricted sources	\$3,021
Expenditures per pupil from unrestricted sources	\$11,054
Annual average teacher salary	\$98,875

Financial Data

The financial data displayed in this SARC is from the 2016-17 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.

Salary Data		2016-17 Fiscal Year
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	\$62,308	\$50,747
Midrange teacher salary	\$94,938	\$86,127
Highest teacher salary	\$115,337	\$106,915
Average high school principal salary	\$167,346	\$150,286
Superintendent salary	\$250,990	\$238,058
Teacher salaries: percentage of budget	32%	34%
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		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Woodside HS	\$11,054	\$98,875
Sequoia Union HSD	\$10,290	\$101,580
California	\$7,125	\$85,815
School and district: percentage difference	+7.4%	-2.7%
School and California: percentage difference	+55.1%	+15.2%

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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

School Accountability Report Card

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