

2017-18 SARC Questionnaire

School Accountability Report Card

Due Date: Friday, November 2, 2018

Woodside High School

Sequoia Union High School District

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Instructions

Use the Navigation Pane as a guide to filling out your questionnaire. Please answer each section completely.

- For all possible sections, we inserted the text from your 2016-17 SARC for your reference. Save some time now by reviewing each section and updating them as necessary.
- While most sections require the *past* 2017-18 school year data and text information, you will notice some sections require *current* 2018-19 school year data and text information.
- Please refer to the title and right-hand sidebar notes of each section for helpful information, and be sure to address all bullet points in the column to ensure SARC compliance.
- All sections listed are required in your SARC (unless otherwise noted). Red text in narrative sections indicates information that must be updated. The light-yellow fields require new data or info each year.

Due Date

To ensure enough time to create your SARC, submit it for review, make edits and finalize before the February state deadline, please complete your questionnaire by **Friday, November 2, 2018**.

Custom Photos

Personalize your SARC with custom photos! Just email us the pictures as attachments in a JPEG format. Examples include mascots, students (with parental consent), field trips, award ceremonies, sporting events, campus and teachers.

Contact us

Contact your SARC coordinator at any time with questions about completing this questionnaire. Your SARC coordinator, Penny, may be reached at (916) 669-5143 or by email through our team inbox at sarcproduction@sia-us.com.

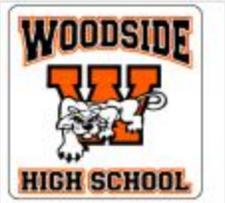
Note

Please keep in mind that the California Department of Education may add or amend its reporting requirements before the deadline, so we will contact you to collect additional information if necessary.

1. General Information

Report information from the current 2018-19 school year		
School name:	Woodside High School	Provide the general information at left, and verify that the information is current. Note: Use the most current information available. If the principal for the 2017-18 school year has since changed, we suggest listing the current principal name on the SARC.
County-District-School (CDS) code:	41-69062-4138053	
Principal's name:	Diane Burbank	
Email address of principal:	dburbank@seq.org	
School address:	199 Churchill Avenue Woodside, CA 94062	
School phone number:	(650) 367-9750	
School grade levels:	9-12	
Website:	www.woodsidehs.org	

2. School Logo

Report information from the current 2018-19 school year		
(Optional)		Please provide the school logo or mascot here in a .jpeg or .gif format. You may also attach it to your email when you submit your questionnaire.

3. Mission Statement

Report information from the current 2018-19 school year		
School mission statement: (Required)	<p>"All Woodside High School students can and will learn."</p> <p>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.</p>	Please provide the school mission statement. <i>A mission statement is a public declaration that schools use to describe their founding purpose and major organizational commitments (what they do and why they do it).</i>
School Vision Statement: (Optional)		<ul style="list-style-type: none"> School vision statement is optional. <i>A vision statement, or simply a vision, is a public declaration that schools</i>

		<i>use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfill their mission.</i>
School Motto: (Optional)		School motto is optional. <i>A school motto is a sentence, phrase, or word expressing the spirit or purpose of your school.</i>
Other: (Optional)		Provide additional optional information such as: <ul style="list-style-type: none"> • Quotes • History • School Leadership, etc.

4. Principal’s Message

<i>Report information from the previous 2017–18 school year to present</i>		
Principal’s message:	<p>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.</p> <p>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.</p> <p>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</p>	<p>This section appears on the front page of the SARC. Please include your most important points, such as your school’s:</p> <ul style="list-style-type: none"> • Learning and teaching philosophy • Awards and recognitions • Accomplishments from the past 2017–18 school year • Goals for the current 2018–19 school year • What makes your school special and unique? Use this section as a marketing piece and selling point to increase average daily attendance.

	<p>(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.</p> <p>My point is that your student will not just survive high school; they will thrive in high school—at Woodside High School.</p> <p>Diane Burbank Principal</p>	
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5. Parental Involvement

Report information from the current 2018-19 school year

<p>Parental involvement opportunities and contact information:</p>	<p>Contact info: Parent Teacher Student Association (PTSA) president, Kimberly Postlewaite, whsptsa199@gmail.com.</p> <p>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.</p> <p>Woodside High School Foundation president: Renee Courington, contact@whsfoundation.org.</p> <p>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.</p>	<p>Describe opportunities for parents to become involved at the school (such as School Site Council, Parent Teacher Association, classroom volunteering). Include efforts the school makes to seek parent input in making decisions for the school.</p>
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6. School Safety Plan

Report information from the current 2018-19 school year

<p>School safety plan review date: (The Education Code requires that this be done by March 1 each year)</p>	<table border="1"> <tr> <td data-bbox="472 997 627 1101">Month:</td> <td data-bbox="627 997 1545 1101">October</td> </tr> <tr> <td data-bbox="472 1101 627 1182">Year:</td> <td data-bbox="627 1101 1545 1182">2018</td> </tr> </table>	Month:	October	Year:	2018	<p>For the 2018-19 school year, what is the date the school safety plan was reviewed or will be reviewed, updated and discussed with faculty and a student representative?</p>
Month:	October					
Year:	2018					
<p>School safety plan:</p>	<p>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.</p> <p>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.</p>	<p>Describe your school safety plan, including its status and key elements (such as monthly safety drills, crisis intervention plans, safety supervision, and suspension and expulsion policy).</p>				

	<p>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.</p> <p>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 extracurricular activities.</p> <p>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.</p> <p>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.</p>	
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7. School Facility Information

7a. School Facility Conditions and Improvements

<i>Report information from the current 2018-19 school year</i>		
<p>School facilities, conditions, improvements and safety:</p>	<p>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.</p> <p>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</p>	<p>Describe the condition of the school using the questions below as a guide.</p> <ul style="list-style-type: none"> • When was the school built? How many classrooms and portables are there? • What features does the school have (computer lab, library, gymnasium, athletic fields, etc.)? • What is the general condition of the school, and is it cleaned on a regular basis? Include the size of the janitorial staff and the process for handling repairs. • Are there sufficient classroom, playground and staff spaces to support teaching and learning? • How does the maintenance crew ensure that the school is safe, clean and in good repair?

		<ul style="list-style-type: none"> Describe how students are kept safe on school grounds before, during and after school. Describe any planned or recently completed facility improvement projects, deferred maintenance projects, modernization projects or new school construction projects, if applicable. Also include how the improvements were funded.
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7b. Facility Inspection Tool (FIT Results)

Report results from the most current 2018-19 school year inspection				
Most Recent 2018-19 School Facility Inspection Results	Item Status			
	Good	Fair	Poor	
Items Inspected				
Systems: Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)	x			<p>Schools are required to have annual facility inspections. The Office of Public School Construction provides guidelines and a form—the Facility Inspection Tool, or FIT—with all the necessary facility inspection information for rating the school and its good repair status.</p> <p>Please provide your most recently collected facility inspection results in the table to the left using the FIT or an equivalent form (using locally developed guidelines that meet the same requirements).</p> <p>Rate each item inspected as good, fair or poor (please mark with an X).</p>
Interior: Interior surfaces (floors, ceilings, walls and window casings)	x			
Cleanliness: Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)	x			
Electrical: Electrical systems (interior and exterior)	x			
Restrooms/fountains: Restrooms, sinks, drinking fountains (interior and exterior)	x			
Safety: Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)	x			
Structural: Structural condition, roofs	x			
External: Playground, school grounds, windows, doors, gates, fences	x			

7c. Overall School Facility ‘Good Repair’ Status

Report results from the most current 2018-19 school year inspection				
Exemplary	Good	Fair	Poor	
x				<p>From your FIT or equivalent form, provide the rate for the overall summary of conditions at the school as exemplary, good, fair or poor (please mark with an X).</p>

7d. Deficiencies and Repairs

<i>Report results from the most current 2018-19 school year inspection</i>			
Items Inspected	Repairs Needed	Action Taken or Planned	Date of Repairs Made or Planned
Systems	None		
Interior	None		
Cleanliness	None		
Electrical	None		
Restrooms/fountains	None		
Safety	None		
Structural	None		
External	Paint Handrails	Completion date November 30, 2018	October 29, 2018

List all deficiencies and items found not in good repair from your latest FIT or equivalent form.

Include the following required compliance components:

- Repairs needed
- Action taken or planned to fix the problems
- Date of action taken or planned to fix the problems
- All deficiencies must be listed from your most recently collected facility inspection results.

7e. School Facility Inspection Dates

<i>Report dates from the most current 2018-19 school year inspection</i>			
When was the most recent* school facility inspection in which a FIT or equivalent form was completed? <i>*School inspection should occur in the current 2018-19 school year.</i>	Month	Day	Year
	10	11	2018
Please provide the date* the FIT or equivalent form was completed, which is usually the same day as the inspection or after. <i>*School inspection should occur in the current 2018-19 school year.</i>	Month	Day	Year
	10	11	2018

Schools must perform facility inspections each year. For SARC purposes, the most recently collected FIT results must be included in the report. Provide the full date of the most recent facility inspection and the date the facility inspection tool or equivalent form was completed.

8. Textbooks and Instructional Materials

8a. Textbooks and Instructional Materials List

<i>Report information from the current 2018-19 school year</i>		
Subject Area	Textbook	Year 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

Provide a current list of all textbooks and instructional materials used at the school in the core subject areas. Include the textbook title and/or publisher and the year the textbook was adopted.

For kindergarten and grades 1-8, the list of textbooks and instructional materials should also include any supplemental curriculum adopted by the local governing board.

For grades 9-12, the list should include textbooks recommended by the local governing board that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Science	<i>The Environment: The Science Behind the Stories</i> , 5th edition / AP edition, Pearson	2007	
History/social science	<i>World Cultures: A Global Mosaic</i> , Prentice Hall	2007	
History/social science	<i>Modern World History: Patterns of Interaction</i> , CA edition, McDougal Littell	2008	
History/social science	<i>A History of Western Society</i> , 9th edition / AP edition, Houghton Mifflin Company	2009	
History/social science	<i>The Americans: Reconstruction to the 21st Century</i> , CA edition, McDougal Littell	2006	
History/social science	<i>America's History: for the AP Course</i> , 8th edition, Bedford	2017	
History/social science	<i>Magruder's American Government</i> , Prentice Hall	2007	
History/social science	<i>Economics: Today and Tomorrow</i> , Glencoe	2008	

8b. Textbooks and Instructional Materials Availability

Report information from the current 2018-19 school year		
Core Curriculum Areas	Percentage of Students Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/language arts	0	<p>Provide the percentage of students who lack their own assigned textbooks and instructional materials at the school.</p> <p>The sufficiency requirement for the core areas of reading/language arts (including the English language development component of an adopted program), mathematics, science and history/social science applies to all students, including English learners.</p> <p>However, the sufficiency requirement for foreign language, health, science lab equipment, and visual and performing arts applies only to students enrolled in those courses.</p> <ul style="list-style-type: none"> • If a curriculum area does not apply to your school, please put "N/A" in the percentage column. • Blank fields will be taken as zero percent lacking.
Mathematics	0	
Science	0	
History/social science	0	
Visual and performing arts	0	
Foreign language	0	
Health	0	
Science laboratory equipment (grades 9-12 only)	0	
Explanation (if needed):		

9. Professional Development

Report information from the current 2018-19 school year				
Professional development days:	2016-17	2017-18	2018-19	Indicate the annual number of school days provided for professional development and continuous professional growth for the school years listed.
		3 days	3 days	
Professional development training:	<p>The professional-development department is part of the Educational Services Division. Professional development includes the following programs.</p> <ol style="list-style-type: none"> 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. 			<p>Briefly describe how teachers and staff are trained for continuous instructional improvement using the questions below as a guide.</p> <ul style="list-style-type: none"> • What are the major areas of focus of staff development, and, specifically, how were they selected? • What methods are used to deliver professional development (after-school workshops, conferences, individual mentoring)? • How are teachers supported during implementation (through in-class coaching, teacher-principal meetings, student-performance data reporting)?

10. Academic Counselors

Report information from the 2017-18 school year			
School Support Staff	Full-Time Equivalent (FTE)	Average number of students per academic counselor	Provide, in full-time equivalents units, the number of academic counselors who are assigned to the school. Also include the ratio of students per academic counselor.
Academic counselors	5	390	

11. School Support Staff

Report information from the 2017-18 school year		
School Support Staff	FTE (Full-Time Equivalent)	Provide, in units of full-time equivalents (FTE), the number school support staff who are assigned to the school.
Social/behavioral counselor	1	

Career development counselor	1.5	One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. If a position is held by a district employee and is shared by more than one school, please report his or her FTE for the school (e.g., one nurse shared for three schools equally could be 0.33 FTE).
Library media teacher (librarian)	1	
Library media services staff (paraprofessional)	1	
Psychologist	1.5	
Social worker	0	
Nurse	.5	
Speech/language/hearing specialist	1	
Resource specialist (nonteaching)		
Other Support Staff (optional):	FTE (Full-Time Equivalent)	
1. Student Supports Coord.	1	
2. Aspirations Advocate	1	
3. Aspirations Advocate Paraprofessional	1	
4. Mental Health Interns	7	
5.		

12. Types of Services Funded

Report information from the 2017-18 school year

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.	Provide specific information about the types of programs and services available at the school that support and assist students (such as Agricultural Career Technical Education, Class Size Reduction, Economic Impact Aid, Gifted and Talented Education pupils, Rural Education Achievement, Title I, etc.).
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13. Career Technical Education

13a. Career Technical Education Programs

Report information from the 2017-18 school year

CTE programs:	In 2017-18, all students had access to the following CTE pathways within the California Department of Education industry sectors: <ul style="list-style-type: none"> Arts and Media Sector: Media and Design Arts and Pathway 	Provide information about the programs and classes offered at the school that are specifically focused on career preparation
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	<ul style="list-style-type: none"> • 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 <p>Support for career technical education (CTE) efforts:</p> <ul style="list-style-type: none"> • 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 	<p>and/or preparation for work using the items below as a guide:</p> <ul style="list-style-type: none"> • Provide a list of Career Technical Education (CTE) programs and sequences offered at the schools by the district that are aligned to the applicable model curriculum standards. • Provide a list of courses conducted by the regional occupational center or program. • List the primary representative of the district's career technical advisory committee and the industries represented. • How are these programs and classes integrated with academic courses, and how do they support academic achievement? • How does the school address the needs of all students in career preparation and/or preparation for work, including the needs unique to defined special populations of students? <p>What are the measurable outcomes of these programs and classes, and how are they evaluated for effectiveness in attaining those outcomes?</p>
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13b. Career Technical Education Participation

<i>Report information from the 2017-18 school year</i>		
Number of pupils participating in a CTE program	1,681	Provide participation data regarding the Career Technical Education program at the school.
Percentage of pupils who completed a CTE program and earn a high school diploma	62%	
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education.	55%	

14. Average Class Size

14a. Average Class Size by Subject

<i>Report information from the 2017-18 school year</i>		
	Average number of students per class	Provide the average number of students per class by each subject area. The formula for average class size is the number of students in each subject <i>divided by</i> the total number of classes in each subject. Note: Data may not be provided by the CDE. Its data source is the CALPADS certified Fall 2 data.
English language arts	24:1	
Mathematics	25:1	
Science	27:1	
History/social science	28:1	

14b. Average Class Size by Subject

<i>Report data from the 2017-18 school year</i>				
Classes by Subject	Number of classrooms with			Provide the number of classrooms at the school by subject area and by size. For secondary class size distribution, the number of classes by size is a count of the number of classes by subject and size in three groups (1-22 students, 23-32 students, and 33 or more students).
	1-22 students	23-32 students	33+ students	
English language arts	38	54	0	
Mathematics	29	65	1	
Science	10	75	0	
History/social science	6	66	2	

15. Photos

<i>Provide pictures from the 2017-18 school year to present</i>			
	Yes	No	• Please answer yes or no.

Are you sending in photos as attachments to include in your SARC?



Note: If the pictures are of students, you must have parental consent on file. If you do not have parental consent, we suggest taking pictures of the campus or of the students taken from behind so that they are not recognizable.

- Please email custom photos to your SARC coordinator as JPEG attachments.

*Please review your questionnaire and make sure all sections have been completed.
Be sure to save a copy for your records and email us the questionnaire as an attachment.*

Thank you for completing your SARC questionnaire!