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, whsptsa199@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.
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>512</td>
<td>475</td>
<td>455</td>
<td>406</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodside HS</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
<tr>
<td>Suspension rates</td>
<td>4.5%</td>
<td>5.6%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Expulsion rates</td>
<td>0.2%</td>
<td>0.5%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequoia Union HSD</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
<tr>
<td>Suspension rates</td>
<td>4.8%</td>
<td>5.5%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Expulsion rates</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>15-16</td>
<td>16-17</td>
<td>17-18</td>
</tr>
<tr>
<td>Suspension rates</td>
<td>3.7%</td>
<td>3.6%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Expulsion rates</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

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

- Socioeconomically disadvantaged: 42.60%
- English learners: 12.90%
- Students with disabilities: 12.60%
- Foster youth: 0.30%

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>22</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Mathematics</td>
<td>24</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Science</td>
<td>26</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>History/social science</td>
<td>26</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Number of Classrooms by Size

<table>
<thead>
<tr>
<th>Subject</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>1-22</td>
<td>23-32</td>
<td>33+</td>
</tr>
<tr>
<td>Mathematics</td>
<td>25</td>
<td>39</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>History/social science</td>
<td>12</td>
<td>31</td>
<td>12</td>
</tr>
</tbody>
</table>
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.

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.

<table>
<thead>
<tr>
<th>Percentage of Students Meeting or Exceeding State Standards</th>
<th>Two-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Woodside HS</td>
</tr>
<tr>
<td>English language arts/literacy</td>
<td>69% 61%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>44% 37%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>California Physical Fitness Test</th>
<th>2017-18 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of Students Meeting Fitness Standards</td>
<td>Woodside HS</td>
</tr>
<tr>
<td>Four of six standards</td>
<td>14.50%</td>
</tr>
<tr>
<td>Five of six standards</td>
<td>24.30%</td>
</tr>
<tr>
<td>Six of six standards</td>
<td>34.30%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percentage Tested</th>
<th>Percentage Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>430</td>
<td>413</td>
<td>96.05%</td>
<td>61.41%</td>
</tr>
<tr>
<td>Male</td>
<td>206</td>
<td>196</td>
<td>95.15%</td>
<td>51.53%</td>
</tr>
<tr>
<td>Female</td>
<td>224</td>
<td>217</td>
<td>96.88%</td>
<td>70.37%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>20</td>
<td>19</td>
<td>95.00%</td>
<td>84.21%</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>231</td>
<td>222</td>
<td>96.10%</td>
<td>42.08%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>158</td>
<td>151</td>
<td>95.57%</td>
<td>88.08%</td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically disadvantaged</td>
<td>195</td>
<td>187</td>
<td>95.90%</td>
<td>35.48%</td>
</tr>
<tr>
<td>English learners</td>
<td>93</td>
<td>90</td>
<td>96.77%</td>
<td>12.36%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>44</td>
<td>41</td>
<td>93.18%</td>
<td>19.51%</td>
</tr>
<tr>
<td>Students receiving Migrant Education services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

##### Mathematics

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percentage Tested</th>
<th>Percentage Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>429</td>
<td>410</td>
<td>95.57%</td>
<td>36.67%</td>
</tr>
<tr>
<td>Male</td>
<td>205</td>
<td>196</td>
<td>95.61%</td>
<td>34.69%</td>
</tr>
<tr>
<td>Female</td>
<td>224</td>
<td>214</td>
<td>95.54%</td>
<td>38.50%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>20</td>
<td>19</td>
<td>95.00%</td>
<td>68.42%</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>230</td>
<td>220</td>
<td>95.65%</td>
<td>19.18%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>158</td>
<td>150</td>
<td>94.94%</td>
<td>59.33%</td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically disadvantaged</td>
<td>195</td>
<td>185</td>
<td>94.87%</td>
<td>16.30%</td>
</tr>
<tr>
<td>English learners</td>
<td>93</td>
<td>88</td>
<td>94.62%</td>
<td>6.90%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>44</td>
<td>40</td>
<td>90.91%</td>
<td>5.00%</td>
</tr>
<tr>
<td>Students receiving Migrant Education services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>UC/CSU Admission</th>
<th>2016-17 and 2017-18 School Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Woodside HS</td>
</tr>
<tr>
<td>Percentage of students enrolled in courses required for UC/CSU admission in 2017-18</td>
<td>98.70%</td>
</tr>
<tr>
<td>Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17</td>
<td>61.01%</td>
</tr>
</tbody>
</table>

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

Career Technical Education Participation

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

<table>
<thead>
<tr>
<th>Career Technical Education Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodside HS</td>
</tr>
<tr>
<td>2017-18 Participation</td>
</tr>
<tr>
<td>Number of pupils participating in a CTE program</td>
</tr>
<tr>
<td>Percentage of pupils who completed a CTE program and earned a high school diploma</td>
</tr>
<tr>
<td>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</td>
</tr>
</tbody>
</table>
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/hsgrmin.asp or www.cde.ca.gov/ci/gs/hs/cefhs-gradreq.asp.

### Completion of High School Graduation Requirements

<table>
<thead>
<tr>
<th>Group</th>
<th>Woodside HS</th>
<th>Sequoia Union HSD</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>90.41%</td>
<td>88.51%</td>
<td>88.72%</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>80.00%</td>
<td>87.18%</td>
<td>82.15%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>100.00%</td>
<td>100.00%</td>
<td>82.81%</td>
</tr>
<tr>
<td>Asian</td>
<td>83.33%</td>
<td>95.36%</td>
<td>94.93%</td>
</tr>
<tr>
<td>Filipino</td>
<td>100.00%</td>
<td>96.23%</td>
<td>93.45%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>85.19%</td>
<td>82.11%</td>
<td>86.54%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>100.00%</td>
<td>91.53%</td>
<td>88.56%</td>
</tr>
<tr>
<td>White</td>
<td>96.03%</td>
<td>94.17%</td>
<td>92.12%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>100.00%</td>
<td>97.83%</td>
<td>91.15%</td>
</tr>
<tr>
<td>Socioeconomically disadvantaged</td>
<td>93.49%</td>
<td>91.36%</td>
<td>88.64%</td>
</tr>
<tr>
<td>English learners</td>
<td>59.09%</td>
<td>57.28%</td>
<td>56.74%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>78.95%</td>
<td>60.72%</td>
<td>67.12%</td>
</tr>
<tr>
<td>Foster youth</td>
<td>v</td>
<td>50.00%</td>
<td>74.08%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Graduation Rate</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14-15 15-16 16-17</td>
<td>14-15 15-16 16-17</td>
</tr>
<tr>
<td>Woodside HS</td>
<td>89.40% 96.10% 89.30%</td>
<td>4.50% 2.10% 3.10%</td>
</tr>
<tr>
<td>Sequoia Union HSD</td>
<td>86.00% 90.50% 88.10%</td>
<td>5.70% 5.80% 4.20%</td>
</tr>
<tr>
<td>California</td>
<td>82.30% 83.80% 82.70%</td>
<td>10.70% 9.70% 9.10%</td>
</tr>
</tbody>
</table>

* 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.

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.

<table>
<thead>
<tr>
<th>Subject Textbook Adopted</th>
<th>Adopted</th>
</tr>
</thead>
</table>

Availability of Textbooks and Instructional Materials

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

<table>
<thead>
<tr>
<th>Percentage of Students Lacking Materials by Subject</th>
</tr>
</thead>
</table>

Quality of Textbooks

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

<table>
<thead>
<tr>
<th>Quality of Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</td>
</tr>
<tr>
<td>Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?</td>
</tr>
<tr>
<td>Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?</td>
</tr>
</tbody>
</table>
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.

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.

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’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.

<table>
<thead>
<tr>
<th>Items Inspected</th>
<th>Repair Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems: Gas leaks, sewer, mechanical systems</td>
<td>Good</td>
</tr>
<tr>
<td>(heating, ventilation and HVAC)</td>
<td></td>
</tr>
<tr>
<td>Interior: Interior surfaces (floors, ceilings, walls</td>
<td>Good</td>
</tr>
<tr>
<td>and window casings)</td>
<td></td>
</tr>
<tr>
<td>Cleanliness: Pest/vermin control, overall cleanliness</td>
<td>Good</td>
</tr>
<tr>
<td>Electrical: Electrical systems</td>
<td>Good</td>
</tr>
<tr>
<td>Restrooms/fountains: Restrooms, sinks and drinking</td>
<td>Good</td>
</tr>
<tr>
<td>fountains</td>
<td></td>
</tr>
<tr>
<td>Safety: Fire safety, emergency systems, hazardous</td>
<td>Good</td>
</tr>
<tr>
<td>materials</td>
<td></td>
</tr>
<tr>
<td>Structural: Structural condition, roofs</td>
<td>Good</td>
</tr>
<tr>
<td>External: Windowsdoors/gates/fences, playgrounds/</td>
<td>Good</td>
</tr>
<tr>
<td>school grounds</td>
<td></td>
</tr>
<tr>
<td>Overall summary of facility conditions</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Items Inspected</th>
<th>Deficiencies and Action Taken or Planned</th>
<th>Date of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td>Paint handrails.</td>
<td>November 2018</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Teacher Credential Information</th>
<th>Three-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sequoia Union HSD</td>
</tr>
<tr>
<td>Teachers</td>
<td>18-19</td>
</tr>
<tr>
<td>With a full credential</td>
<td>558</td>
</tr>
<tr>
<td>Without a full credential</td>
<td>7</td>
</tr>
<tr>
<td>Teaching outside subject area of competence (with full credential)</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Teacher Misassignments and Vacant Teacher Positions</th>
<th>Three-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Woodside HS</td>
</tr>
<tr>
<td>Teachers</td>
<td>16-17</td>
</tr>
<tr>
<td>Teacher misassignments of English learners</td>
<td>0</td>
</tr>
<tr>
<td>Total teacher misassignments</td>
<td>0</td>
</tr>
<tr>
<td>Vacant teacher positions</td>
<td>0</td>
</tr>
</tbody>
</table>

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
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.

<table>
<thead>
<tr>
<th>Professional Development Days</th>
<th>Three-Year Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
</tr>
<tr>
<td>Woodside HS</td>
<td>3 days</td>
</tr>
</tbody>
</table>

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).

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

<table>
<thead>
<tr>
<th></th>
<th>Sequoia Union HSD</th>
<th>Similar Sized District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning teacher salary</td>
<td>$62,308</td>
<td>$50,747</td>
</tr>
<tr>
<td>Midrange teacher salary</td>
<td>$94,938</td>
<td>$86,127</td>
</tr>
<tr>
<td>Highest teacher salary</td>
<td>$115,337</td>
<td>$106,915</td>
</tr>
<tr>
<td>Average high school principal salary</td>
<td>$167,346</td>
<td>$150,286</td>
</tr>
<tr>
<td>Superintendent salary</td>
<td>$250,990</td>
<td>$238,058</td>
</tr>
<tr>
<td>Teacher salaries: percentage of budget</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>Administrative salaries: percentage of budget</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Expenditures Per Pupil From Unrestricted Sources</th>
<th>Annual Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodside HS</td>
<td>$11,054</td>
<td>$98,875</td>
</tr>
<tr>
<td>Sequoia Union HSD</td>
<td>$10,290</td>
<td>$101,580</td>
</tr>
<tr>
<td>California</td>
<td>$7,125</td>
<td>$85,815</td>
</tr>
<tr>
<td>School and district: percentage difference</td>
<td>+7.4%</td>
<td>-2.7%</td>
</tr>
<tr>
<td>School and California: percentage difference</td>
<td>+55.1%</td>
<td>+15.2%</td>
</tr>
</tbody>
</table>