

WASC / Single Plan for Student Achievement

Woodside High School 2016-2018

41690624138053 CDS Code

Preface

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

The format for the Sequoia High School WASC/Single Plan for Student Achievement was created and agreed upon in August 2005, by members of the Sequoia Union High School District (SUHSD), Napa/Solano District Program Improvement External Evaluators for SUHSD, and Dr. Marilyn George, Associate Executive Director of WASC (see Appendix for WASC Single Plan Outline).

For additional information on school programs and how you may become involved locally, please contact the following person(s):

Diane Burbank - Principal

Diane Mazzei - Instructional Vice Principal

The SUHSD District Governing Board approved the School Plan on: 03/30/2016



Single Plan for Student Achievement Site Types

Check boxes as appropriate:

		High School Title One Program Improvement 1, 2, 3, 4, 5 High Priority Schools Grant SAIT WASC QEIA
Significant Subs	groups	S
		African American American Indian Asian Filipino Hispanic or Latino Pacific Islander White Socioeconomically Disadvantaged English Learners

Special Needs Students

V

State and Federal Requirements

The overall intention for developing a Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to improve this school's educational program. The SPSA is developed to ensure that all students succeed in reaching academic standards set by NCLB, the State Board of Education, and the school district.

The SPSA meets state requirements for monitoring state and federal categorical programs through the planning process and local compliance monitoring. This legislation established the following eight requirements for school plans:

- School districts must assure "that school site councils have developed and approved a plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."
- School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."2
- Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.3
- The content of the plan must be aligned with school goals for improving student achievement.4
- School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement..."5
- The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index..."6
- The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."7
- Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.
- 1 EC Section
- 2 Ibid 64001(a)
- 3 EC sections 41507, 41572, 64001(d)
- 4 EC Section 64001(f)
- 5 EC Section 64001(d)
- 6 Ibid
- 7 EC Section 64001(g)
- 8 EC Section 64001(d)

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Chapter One

Student / Community Profile

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CHAPTER ONE: Student / Community Profile

District Overview

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

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District Schools

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

- Carlmont High School (opened in 1953) 2015-16 enrollment: 2,147 students
- East Palo Alto Academy (opened in 2001) 2015-16 enrollment: 309 students
- Menlo-Atherton High School (opened in 1951) 2015-16 enrollment: 2,275 students
- Redwood (Continuation) High School (opened in 1966) 2015-16 enrollment: 273 students
- Sequoia High School (opened in 1895) 2015-16 enrollment: 2,163 students
- Woodside High School (opened in 1958) 2015-16 enrollment: 1,781 students

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

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

District Facts and Demographics

- 1. Ethnic/racial composition: 46% Latino, 36% White, 8% Asian, 3% African-American, 3% Pacific Islander, 4% Two or More Races
- 2. Student-to-teacher ratio: 25 to 1

District Goals

Goal I: The Sequoia Union High School District will provide a rigorous, engaging, and comprehensive instructional program with strong supports to prepare all students for high standards of academic achievement and future career opportunities.

Goal II: The Sequoia Union High School District will recruit, retain, and further develop a highly qualified staff at all levels of the organization to professionally served students, parents, and community.

Goal III: The Sequoia Union High School District will maintain a strong and responsive infrastructure in support of its overall mission through stable finances, adequate and well-maintained facilities, and alignment of budgetary resources to district goals.

Goal IV: The Sequoia Union High School District will involve the parent community to strengthen and communicate district programs and services for students, engage its partner districts, and access community resources.

District Values replaced by District Strategic Plan:

Strategic Plan

2015-2020

Sequoia Union High School District fosters an appreciation for learning and provides students with the requisite academic and problem-solving skills to become engaged and well-rounded citizens.

GUIDING PRINCIPLES

EQUITY - A diverse community must ensure equity in access and opportunity. The District is committed to implementing academic and extra-curricular program structures and policies that serve the best interests of all students.

ENVIRONMENT - Academic, social, and personal growth requires a fostering, safe, and engaging environment. All members of the educational community will strive to create and sustain the most ideal environments for students.

TEACHING - Effective teaching will ensure that all students will have the skills and options to pursue a variety of pathways after graduation. The District is committed to providing a professional environment for all staff characterized by a growth mindset, continuous professional development, and mutual respect.

STRATEGIC DIRECTIONS

Academics

Students will:

- Experience a college-preparatory academic program aimed at the completion of the UC/CSU A-G requirements and the development of analytical and communication skills:
- Recognize and experience the connections between diverse disciplines;
- Have the confidence, understanding, and skills to engage effectively in local, national, and international civic contexts;
- ➤ Be welcomed, challenged, and supported to take the most rigorous courses possible with consideration for balance and well being.

Passion for Learning

Students will:

- Thrive as learners by engaging in experiences driven by intellectual curiosity and discovery;
- Choose courses from an academic program comprised of a variety of programmatic options;
- Explore the possibilities of connecting personal interests and talents to college and career options;
- ➤ Have access to courses and programs to promote their development as well-rounded members of society.

Support

Students will:

- Identify post-graduation aspirations, develop a means to attain them, and be inspired to strive towards these goals in the present;
- Receive academic, social, emotional, and personal support from peers, mentors, parents, and staff;
- Develop the interpersonal skills, confidence and resilience to pursue intellectual and personal goals

School Background and Student Demographics

Woodside High School background

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

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

Woodside High School offers a comprehensive, standards-based curriculum. Academic departments have adopted either the California Content Standards or the Common Core State Standards as the framework for both curriculum and assessment. Focused professional development and release days for planning have assured deep implementation of the common core standards to prepare students for the new state testing and measures.

Woodside High School is a Title I school. WHS currently identifies approximately 849 students eligible to receive Title 1 services. The SUHSD identifies Title I students as any who are deficient in credits, qualify for Free and Reduced Lunch, and students included are those with disabilities, migrant children or limited English proficient students (English Learners). The percentage of students who qualify for the Free and Reduced Lunch Program has increased steadily from 40% in 2007-08 to 52% last year. Based on board-adopted enrollment boundary changes prior to this year, the FRPL percentage has dropped approximately 10% in one year.

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

Woodside High School Goals

SCHOOL GOAL #1

All stakeholders will support the 8 conditions for developing student aspirations in addition to activities that foster greater spirit, pride, and participation in the school community. (My Voice Surveys-refer to pages for the results)

SCHOOL GOAL #2

All Woodside High School students will show academic growth on CST assessments. Students scoring below the proficient band will advance to the next performance band in CST assessments. (Students scoring within the proficient and advanced bands have met goals) (The bands are advanced, proficient, high basic, low basic, below basic and far below basic)

Remove this target since CST's are no longer used by the state. Replace with a new target based on the SBAC when it is given this spring, providing a new baseline in 2016-17.

SCHOOL GOAL #3

The number of graduates meeting the UC/CSU a-g requirements will increase by a minimum of 5% in all sub groups over 2014-15 baseline.

SCHOOL GOAL #4

The number of students receiving a proficient score on each section of the California High School Exit Exam, on the initial 10th grade administration, will increase by a minimum of 5% over 2014-2015 baseline.

Remove this target since CAHSEE is no longer used by the state. Replace with a new target based on the SBAC when it is given this spring, providing a new baseline in 2016-17.

SCHOOL GOAL #5

Those English Language Learners consistently enrolled in WHS courses during 2014-15 will advance at least one level of proficiency as measured by the total score on the fall 2015 California English Language Development Test (CELDT).

SCHOOL GOAL #6

The percentage of freshmen who complete at least 50 credits with a C or better by the end of their freshman year (post summer school) will increase by 5% from 2014-2015 baseline.

WHS School Mission Statement

"All Woodside High School Students can and will learn"



WASC Accreditation History

In 2012, WHS received the maximum six-year WASC accreditation. In spring 2015, WHS passed our one-day check-up where two WASC visiting team members returned to campus to assure that we'd been faithful to the work as outlined in our action plan. They shared that visiting WHS again after three years was like getting a B-12 energy shot! They praised our progress on the two areas of critical academic need: 1) building a spirited school community around the 8 Conditions of Student Success and 2) closing the achievement gap by focusing on literacy strategies. With three new challenges coming Woodside's way (construction, common core, changing demographics), we are ready to do the work. This site plan details our efforts and our results.

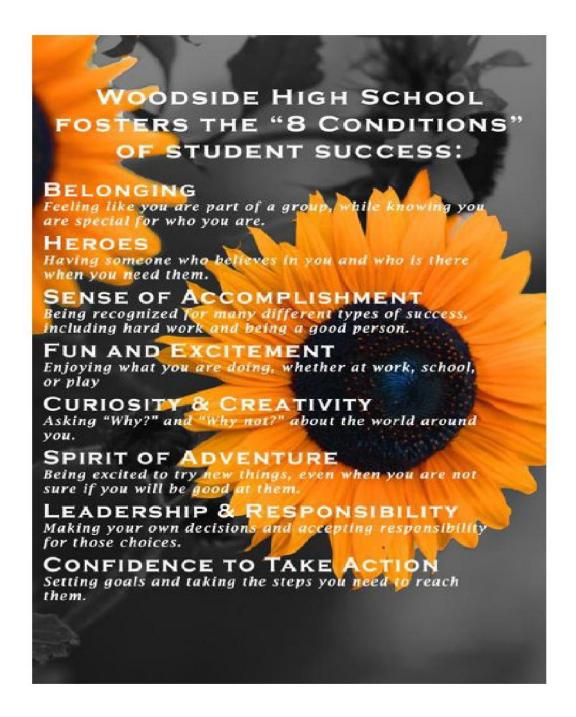
Woodside High School has remained focused on the 2012 School-wide Critical Areas for Follow-up through the development of an Action Plan structured around their two long-term critical academic needs. The progress has been closely monitored by the Shared Decision Making Council (SDMC)/School Site Council (SSC), school administration, staff, and all other stakeholders. The school has monitored and modified their action plan appropriately to meet the goals of school initiatives and program development. The document shows evidence of updating, change, and achievement of goals.

The Visiting Committee's Summary of Findings from the 2012 visit delineated nineteen school-wide strengths, and particularly noted the efficacy and success of its shared decision-making model, the processes for data review, and its efforts towards closing the achievement gap. Two members from the 2012 visiting committee returned to Woodside High School in March of 2015. The committee noted: "There have been significant changes since the last visit. This is a school that doesn't stand still and there is a strong commitment here to continual improvement of all kinds." Furthermore, the committee noted: "This is a school that doesn't miss a step. Following the last visit, action plans were developed, or amended, to reflect the recommendations left by the visiting team." The visiting team did recommend that Woodside High School continue to look at the achievement gap "to ensure that all that can be done is being done." The committee also recommended "the school look at ways to increase representation of Hispanic students in Advanced Placement programs and classes."

Five teachers and two administrators are serving on other schools' WASC visiting teams this year to gain experience for the next scheduled visit to WHS in 2018.

Expected Student Learning Results (ESLRs)

Woodside High School fosters the "8 Conditions" of Student Success:



Community Background and Influences

Woodside High School background

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Students

Currently, Woodside High School receives students from over twenty-one feeder schools; consequently, students enter with great variance in terms of academic and social preparedness for the rigors of a comprehensive, college-preparatory high school program. Woodside High School students reflect the cultural diversity of the community. The ethnic pluralism of the campus provides a rich academic and social environment as well as a broad spectrum of perspectives and experiences.



Staff

The staff of Woodside High School is committed, dedicated, and professional. The faculty, administration and classified employees are actively involved in improving the quality of education for all students. Of the 110 certificated staff members, 100% meet the federal guidelines for being highly qualified in their respective fields. Fifty-two percent of the faculty have Master's Degrees or higher. Teachers continue their professional development by consistently attending conferences, workshops and continuing education programs to meet and anticipate the needs of all students. Over the last three years, one-third of the teaching staff is new to the school due to retirements, growing enrollment, and increased academic programs.

Ninety-nine percent of the teachers hold CLAD or BCLAD (Bilingual, Cultural, Language, Acquisition and Development) certification. Classified and administrative staff members are integral to the successful operation of the school and support of the educational mission. While the staff has yet to reflect the ethnic makeup of the student population, a concerted effort has been made to broaden employee diversity with some degree of success as evidenced by the increased numbers of Spanish speaking staff members.

Woodside High School has fourteen special education specialists who provide services to over 220 students. WHS educational specialists have been co-teaching with general education teachers for the past five years in math, science, English, and social studies. The SUHSD has embraced co-teaching models, thus becoming an inclusive entity.

Community

Current community involvement is accomplished through our Parent, Teacher, Student Association (PTSA), School-Site Council, English Language Learners' Advisory Council (ELAC), Drama Boosters, Athletic Boosters, Music Boosters, Robotics Boosters, Shared Decision-Making Council, School Site Council, BUILD, Partnership with Boys and Girls Club-Future Grads, various task forces, Business Technology Academy, Green and Clean Academy, MESA, AVID, Compass, and Aspiration Advocates groups.

The Woodside Foundation, comprised of parents, staff and community members, is committed to improving Woodside's academic programs, and continues to provide necessary support and funding. In addition to larger school projects, the WHS Foundation annually funds grants to individual teachers. Some of the projects they have funded over the course of the past school years include:

- Physics Equipment
- Website and PR Materials
- Field Trips
- Staff Development

- Students Offering Support (SOS) Program Technology Support
- College and Career Center
- Summer Math Acceleration
- Staff Development
- Tutoring Services
- Mental Health Counseling and Support Services
- Electives in Coding, Leadership, and Debate
- Teacher Grants

In 2008, the Foundation shifted its focus to reducing class sizes in specific content areas in need of improvement. Each spring, the site makes recommendations of specific content areas to apply the class size reduction funds.

There is opportunity and encouragement for parent and community involvement in our task forces, and representation of all stakeholders is required in our SDMC/SSC.

The District

The Sequoia Union High School District was founded in 1895 with Sequoia High School, and the district rapidly expanded in the 1950s and 1960s. Constructed in 1958, Woodside is one of five high schools in the District. The District has adopted the Teacher Induction Program (TIP) to ensure support and training for teachers in their first and second years in the profession. With increased focus upon standardized testing and assessment of student progress, the District hired a specialist in statistical analysis to help each school site draw conclusions so that the results of testing can drive effective change. It is our hope that the district will continue to develop mechanisms to streamline data collection and analysis so that the onus of these tasks is not left to the limited resources of our site.

Physical Plant

It is worth noting that a school construction bond passed in June 2014 and plans are already underway for a new Science Tech Engineering Math (STEM) building with ten classrooms and a robotics workshop that will break ground in spring of 2016 and be open for instruction in fall of 2017.



WHS has undergone major renovations as part of a modernization process that began with the passing of Measure V in 1996 and continued in 2001 with the passing of Measure G. In addition, voters passed Measure H in November 2004, which further precipitated construction and facility enhancements. In November 2008, voters passed Measure J, which further assisted the district with its goal to provide the very best facilities to its students. The most visible physical change at Woodside is the I-wing.

Our newest building houses our Digital and Media Arts program. These additional classrooms were created and designed to accommodate the increased student interest in the electives of the Digital, Visual, and Performing Arts Department. Other construction projects since the Spring of 2012 include renovations to both the Guidance Office and the MUR, as well as the re-design of two science rooms. These changes to the physical plant of WHS have impacted not only the courses we can offer, but also the impression students, staff, and community, have of Woodside

High School. The new building, classrooms, offices, meeting spaces, and dining hall impact school spirit; there is increased pride in our school.

Woodside High School has modernized all of its classrooms as of 2007 and completed upgrades to existing facilities including the boys' and girls' locker rooms, all student restrooms and the central courtyard (quad). Major landscaping has also improved the aesthetic quality of the school. The new 500-seat Performing Arts Center was completed in 2005; it provides space for musical productions, assemblies, and special events. With the help of private donations, WHS has completed the construction of a new gymnasium and pool that has a modern fitness center adjacent. In 2011 a new field house and concession stand was completed. Other improvements include computer labs and several additional classrooms and offices. WHS has also made an effort to redesign and reallocate the wings of the school for specific content areas. Woodside's Career Technology Education (CTE) facilities include a state-of-the-art Robotics and Engineering room, as well as a large and productive garden. Improvements to the old gym, weight room, and dance room were made possible through a district, site, and booster partnership.

Woodside opened the Digital Media Pathways building in August 2013, with the assistance of \$3M in matching funds from the state of California as a result of a grant. Completed renovations to the Guidance Offices and the Multi Use Room reflect the ever-improving quality of WHS's programs and the commitment to its students and community.

Significant Developments - 2012-2016

There have been some major changes and developments at Woodside High School since our last full WASC visit in the spring of 2012. There have also been some minor changes. The impact of the bigger changes is more noticeable; however, many of the smaller changes have made differences that are worth noting in the larger landscape of what WHS has become in the Spring of 2016.

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

Another significant change at Woodside is the population of both students and staff. Woodside's student population has not grown as predicted (1810 in 2012, 1860 in 2015, 1738 in 2016). Woodside's staff is different; we have hired approximately forty new teachers across all departments (due to turnover, retirement, and Foundation-funded class size reduction) since 2012 and twelve instructional associates, accounting for almost one third of our staff. Woodside also has different leadership since the last full WASC visit. Not only was our principal new in the Spring of 2012, but we also had a new Athletic Director, AVP, SDMC facilitator, and three different department chairs. This change in leadership at Woodside has brought new voices and perspectives to the decision-making bodies on campus.

In 2011, Woodside High School had just begun working with the Quaglia Institute and adopted the 8 Conditions of Student Success as our ESLRs. Based on the strength of our work, WHS is a Quaglia demonstration school. Woodside has made gains in the integration of the 8 Conditions into daily practice. A major development has been the school-wide adoption of Aspiration Periods and the Start-up funded grant for a full-time Aspirations Advocates, supporting at-risk frosh attain the 8 Conditions. One day each quarter, our bell schedule is altered so that students and staff can participate in activities focused on specific conditions. In 2016, for example, we started this school year with an activity based on "Belonging." Students had reported in both surveys and focus groups that they felt more successful and a greater sense of belonging when teachers and staff had some knowledge of them outside of an academic context. Students and staff, therefore, participated in a variety of "get to know you" activities. In our third year of Aspiration periods, this year they were all designed by students with staff training also provided by students: task force students, YCS leaders, BOSA leaders, and Aspiration Advocate students. Overall, the adoption of Aspiration Periods has increased student awareness of the ESLRs/ 8 Conditions.

Staff at Woodside identified our switch to School Loop learning management system and our adoption of a full Google Apps for Education (GAFE) platform at the start of the 2014 school year as a major change. Both programs have had a positive impact on communication in the wider Woodside community. Staff also mentioned (WASC focus groups) Common Core and Full Inclusion Special Education that uses co-teaching and increased numbers of Para-Professionals as significant developments since 2012. The adoption of Common Core Standards has impacted the focus of staff development, and ultimately, our curriculum. The changes in Special Ed have impacted staffing and teaching assignments, as mentioned previously.

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

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

A parent letter concerned with student stress and the value of homework has initiated a school-wide response using the SDMC as the investigator. Through the annual MyVoice survey as part of being a Quaglia demonstration school, we gathered student evidence of balance in their WHS experience. Based on survey questions, students led 16 student focus groups to provide more anecdotal data to better define the quantitative data from the survey. Staff has reviewed the data, and we have begun work with Challenge Success to look at specific homework practices. Teachers are reflecting on assigned homework for clarity and purpose. An eight-member stakeholder group will attend Challenge Successes fall conference in October 2016 to further that investigation and develop initiatives to provide better balance for WHS students

School Programs

Woodside High School has organized the school community into school decision-making committees and two, California Partnership Academies: Business Technology and Green. All small learning communities focus on achievement and the standards through theme based curriculum, activities, speakers, field trips and events.

Woodside High School has each of the following State and Federal programs in place:

- ➤ Instructional Time and Staff Development Reform is a program supporting up to three staff development days for certificated classroom teachers.
- ➤ Peer Assistance and Review (PAR) provides funding for professional development activities to assist experienced teachers who need help developing their subject matter knowledge, teaching strategies, or both.
- ➤ The School and Library Improvement Block Grant (SLIBG) combines funds from School Library Materials (SLM) and the School Improvement Program (SIP).Combined-Tier III)
- ➤ The School Safety and Violence Prevention Act establishes programs and strategies that emphasize violence prevention among children and youth in public schools.
- ➤ Title I, Part A federal funds help to meet the educational needs of low-achieving students. Funds are used to support effective, research-based educational strategies that close the achievement gap between high- and low-performing students and enable the students to meet the state's challenging academic standards.
- As a Targeted Assistance School, Woodside High School uses Title I, Part A funds for programs that provide services to students eligible to receive Title I services.

Woodside High School has offered a host of new classes since 2014. New classes added to our offerings include:

- Astronomy
- Computer Integrated Manufacturing
- Computer Science
- Debate and Public Policy
- Statistics through Sports Analysis
- Leadership and Community Service
- Geographical Information Systems (GIS) (Green Academy)
- AP Computer Science Principles
- Mobile Apps Development
- Entrepreneurial-ship
- Social Academic Communications (SAC)
- Sports Leadership

Curricular Programs

Curricular programs at Woodside High School are designed to accommodate students with diverse needs and a broad spectrum of skills. A block-schedule program was instituted in 1994 where classes are held every other day in 95-minute sessions. Data and stakeholder input indicate that this change from a traditional seven period day has been successful in allowing for more meaningful and focused education. In 2010, Woodside High School has adopted a new bell schedule in an effort to better preserve the learning environments throughout the entire school day and to also allow students to establish more healthy sleeping habits and routines. This year, 60% of our student body began their instructional day at 9:00 a.m. Students have reported that they have been getting more sleep; it is our hope that this reform will enhance student health and academic performance.

Courses are offered in a wide variety of disciplines, and efforts are ongoing for integration across curricular lines. Woodside offers programs addressing the needs of second language learners as well as honors, at-risk, and special education students. We take great pride in the development of programs that address the changing needs of all our students in this comprehensive high school.

AVID PROGRAM

AVID targets students in the academic middle - B, C, and even D students - who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of unchallenging courses and puts them on the college track: acceleration instead of remediation. Not only are students enrolled in their school's toughest classes, such as honors and

Advanced Placement®, but also in the AVID elective. For one period a day, they learn

organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable. Their self-images improve, and they become academically successful leaders and role models for other students.

State-funded, independent research, together with AVID's own data, validate that the AVID college-readiness system works. AVID students are more likely to take AP classes, complete their college eligibility requirements, and get into four-year colleges than students who don't take AVID. Almost all AVID students who participate for at least three years are accepted to college, with roughly three quarters getting into four-year universities. AVID also helps ensure students, once accepted to college, possess the higher-level skills they need for college success.

Diverse Program Offerings

In order to serve a large and diverse community of students, Woodside offers a variety of programs:

AVID (Advancement Via Individual Determination)

Compass Program (Incoming Freshmen)

Freshman Transition

KLEAR

SOS (Students Offering Support)

Conflict Mediation

Advanced Placement/Honors Courses

Business Technology and Green Academies

Concurrent Enrollment (Community College)

Phoenix Program (Attendance and Opportunity)

Special Education (RSP)

Migrant Education

EL (English Language) Department

Student Leadership

BUILD Entrepreneurs

Reading Program

Alternative-to-Suspension (ATS)

English and Math Intervention Classes

CAHSEE Math and ELA Support

Work Experience

Mental Health Counseling

Faculty Mentoring Program (Title I)

Summer Acceleration Courses in Mathematics (Geometry & Algebra II)

Summer Precalculus Boot Camp

AS/AP Summer Boot Camp

Aspiration Advocates Program for 9th graders

Conditions" for Student Success ထ္ဆ



Belonging

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



Heroes

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



Sense of Accomplishment

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



Fun & Excitement

Enjoying what you are doing, whether at work, school, or play.



Curiosity & Creativity

Asking "why?" and "why not?" about the world around you.



Spirit of Adventure

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



Leadership & Responsibility

Making your own decisions and accepting responsibility for your choices.



Confidence to Talke Action

Setting goals and taking the steps you need to reach them.

Chapter Two

Student / Community Profile: Overall Summary

- a. Implications of Data
- b. Critical Needs
- c. Important Questions

Implications of Data

What are the implications of the data with respect to student performance?

CHAPTER TWO: Student / Community Profile: Overall Summary

A – G Rates

A - G Completion Rates

Salatora Carog	Sequola Onion Tilgir School District											
FORMOR DES	A - G Completion Rates											
	CLASS	G OF 2012	CLASS	S OF 2013	CLASS	S OF 2014	CLASS	OF 2015				
Groups	# Graduates	% Graduates Completing A-G	# Graduates	% Graduates Completing A-G	# Graduates	% Graduates Completing A-G	# Graduates	% Graduates Completing A-G				
District												
All Students	1697	51.9%	1787	55.5%	1707	61.2%	1715	65.1%				
Comprehensive Schoo	ls											
Carlmont	414	63.0%	488	68.6%	474	70.3%	473	70.0%				
Menlo-Atherton	427	59.3%	432	59.7%	433	64.7%	429	66.0%				
Sequoia	364	53.3%	411	51.3%	424	63.7%	378	74.1%				
Woodside	355	48.7%	354	52.8%	304	52.6%	337	60.2%				

- Since 2012 WHS' A-G comp. rate has increased from 48.7% to 60.2% (11.5%). CHS-7%, MA 6.7%, Seq 20.8%, Dist 13.2%
- Our WHS overall comp rate of 60.2% exceeds the RWC partner district rates of 58.9%

Ouestions

- 1. AVID rates are higher than any individual high school. 2015-84.6%
- 2. Why isn't every student in an AVID class?
- 3. What is SHS doing to increase a-g completion?

9th Grade GPA & Credits Earned

SEQUOIA VAVOR	./ 4 \.)											
FOUNDED TO THE POUNDED TO THE POUNDE	9th Graders First Semester GPA and Credits Earned											
Groups	2012-13 Enrollment											
District												
District 9th Graders	2041	2.90	84.4%	2137	2.92	82.5%	2236	2.96	83.9%	2203	2.99	85.0%
Comprehensive S	Schools											
Carlmont	562	3.06	86.3%	581	3.02	81.8%	570	3.24	88.6%	519	3.40	93.8%
Menlo-Atherton	537	3.03	87.0%	577	3.06	85.6%	581	2.89	81.2%	624	2.90	77.7%
Sequoia	451	2.76	82.3%	505	2.75	80.4%	536	2.79	81.2%	511	2.82	81.4%
Woodside	474	2.75	83.5%	461	2.83	84.4%	465	2.98	85.2%	466	2.98	88.8%

- Woodside 9th graders are on track at a percentage higher than the district (88.8%)
- The AVID program is the program with the highest amount of on track 9th graders, and Aspiration Advocates are the lowest in the district (92.5%, 47.2%)

Questions

- 1. Selection and choice make a difference in the different programs.
- 2. Why have the percentages of on track freshmen changed positively over the years?
- 3. Improved climate, boundaries, electives, aspirations, staffing?

10th Grade end of year GPA & Credits

SEQUOIA VAIO	Sequoia Union High School District											
FOUNDER TO	10th Graders Average GPA and Credits Earned After 10th Grade Year											
Groups		2011-12 2011-12 % Students Enrollment Ave GPA 120 or More 2012-13 % Students Enrollment Ave GPA 120 or More 2013-14 Enrollment Enrollm										
District												
District 10th Graders	2036	2.74	66.3%	2100	2.78	68.5%	2131	2.83	72.9%	2246	2.83	72.8%
Comprehensive S	Schools											
Carlmont	540	2.97	71.1%	539	3.02	72.7%	558	3.03	75.6%	562	3.04	78.5%
Menlo-Atherton	523	2.87	66.5%	497	2.95	70.8%	537	2.99	78.2%	584	2.94	76.3%
Sequoia	556	2.61	64.7%	525	2.73	64.8%	472	2.74	69.3%	551	2.65	65.0%
Woodside	398	2.45	64.1%	468	2.45	66.5%	481	2.58	68.4%	456	2.77	71.9%

- Over the past 4 years, WHS has seen a 7% increase in the number of students with 120 credits and after 10th grade.
- Save Sequoia HS, this trend is consistent across the comprehensive schools in the district.

Questions

- 1. Since 11-12', WHS has seen an increase in GPA
- 2. Why does WHS have a lower average GPA than MA or Carlmont?
- 3. How do the demographics affect the WHS GPA?

9th Grade Cohort Drop-Out rates

Sequoia Union High School District SUHSD 9th Grade Cohort Dropout Rates											
CLASS of 2012 CLASS of 2013 CLASS of 2014 CLASS of 2015 (08-09 Freshmen) (09-10 Freshmen) (10-11 Freshmen) (11-12 Freshmen)											
Groups	2008-09 Freshmen Enrollment	% Dropout	2009-10 Freshmen Enrollment	% Dropout	2010-11 Freshmen Enrollment	% Dropout	2011-12 Freshmen Enrollment	% Dropout			
District											
All Students	2074	4.8%	1982	2.8%	1999	4.5%	2040	3.9%			
Comprehensive Scho	ools										
Carlmont	491	2.9%	521	1.9%	524	3.6%	558	3.8%			
Menlo-Atherton	606	606 5.9% 481 2.5% 529 5.1% 483 3.9%									
Sequoia	490	6.7%	530	4.5%	539	4.1%	527	4.7%			
Woodside	487	3.3%	450	2.0%	407	5.4%	472	3.2%			

- Over the four years, Woodside's drop-out rate has fluctuated within a 2% range.
- Class of 2014 had 65 fewer students, but a 2.2% drop out rate higher
- WHS is mostly below the district rate.

Questions

- 1. EL population dropped 130 across the district in 2014-2015
- 2. What has been the change in EL population at WHS?
- 3. Any changes in 2014-2015 to decrease the dropout rate?

9th Grade Cohort Graduation Rates

POLICIED TO SERVICE DE LA CONTROL DE LA CONT	Sequoia Union High School District											
	CLASS OF 2012 (08-09 Freshmen) CLASS OF 2013 (09-10 Freshmen) CLASS OF 2014 (10-11 Freshmen) CLASS OF 2015 (10-11 Freshmen)											
Groups	2008-09 Freshmen Enrollment	% Receive Diploma, GED, Certificate	% Receive Diploma, GED, Certificat e@ Compreh ensive School	2009-10 Freshmen Enrollment	% Receive Diploma, GED, Certificate	% Receive Diploma, GED, Certificat e@ Compreh ensive School	2010-11 Freshmen Enrollment	% Receive Diploma, GED, Certificate	% Receive Diploma, GED, Certificat e@ Compreh ensive School	2011-12 Freshmen Enrollment	% Receive Diploma, GED, Certificate	% Receive Diploma, GED, Certificat e@ Compreh ensive School
District												
All Students	2074	70.7%	64.8%	1982	77.8%	73.1%	1999	75.1%	70.6%	2040	76.0%	71.9%
Comprehensive	Schools											
Carlmont	491	75.8%	69.9%	521	83.1%	78.5%	524	87.8%	78.2%	558	80.6%	77.2%
Menlo-Atherton	606	68.2%	62.5%	481	79.6%	76.3%	529	74.9%	70.3%	483	80.5%	76.2%
Sequoia	490	70.0%	64.7%	530	74.3%	69.2%	539	75.3%	70.9%	527	74.2%	70.4%
Woodside	487	69.6%	62.6%	450	73.8%	68.0%	407	66.1%	60.9%	472	68.0%	62.7%

- The percent of students received diploma has been 68% (+/- 2%)
- Enrollment dropped in 2013-2014, increased in 2015
- Woodside has the lowest percentage number of graduates in the district Questions
- 1. Can we see a print out of the special populations of Woodside?
- 2. When students leave Woodside, can we track which students drop out, leave, etc.
- 3. What is Sequoia doing to increase graduation rates?

Attendance Rates

SECULON ONOS	Sequoia Union High School District										
Attendance Rates											
Groups	2012-13 Enrollment	2012-13 Full Year Period Attendance %	2013-14 Enrollment	2013-14 Full Year Period Attendance %	2014-15 Enrollment	2014-15 Full Year Period Attendance %	2015-16 Enrollment	2015-16 1st Semester Period Attendance %			
District											
All Students	8255	90.7%	8393	90.7%	8842	90.1%	8883	91.4%			
9th Graders	2061	92.7%	2112	93.1%	2233	93.1%	2203	95.0%			
10th Graders	2043	91.4%	2053	91.3%	2241	90.8%	2226	93.3%			
11th Graders	2001	90.2%	2060	90.1%	2132	89.4%	2235	90.0%			
12th Graders	2150	88.4%	2168	87.9%	2236	86.7%	2219	86.9%			
5th Year Seniors	117	72.1%	145	65.4%	146	69.9%	126	65.4%			
5th Year TRACE	35	92.5%	46	93.3%	45	96.0%	53	95.6%			
Comprehensive Schools											
Carlmont	2147	92.5%	2195	92.3%	2183	92.5%	2138	94.5%			
Menlo-Atherton	2036	91.6%	2078	92.0%	2150	91.9%	2276	92.6%			
Sequoia	1979	90.6%	1985	90.3%	2071	89.6%	2069	90.8%			
Woodside	1745	90.8%	1781	91.1%	1805	91.2%	1767	93.2%			
Alternative Schools and	Alternative Schools and Programs										
East Palo Alto Academy	N/A	N/A	N/A	N/A	300	88.5%	308	90.7%			
Redwood	313	69.1%	308	65.5%	288	58.3%	272	56.7%			

- Woodside is the only high school whose attendance rate has consistently increased over the past 4 years.
- Overall, the Asian population in the district has the highest attendance rates and the Pacific Islander has the lowest.

Questions (Attendance Rates)

- 1. Does transportation means affect attendance rates?
- 2. How does class schedule affect a student's attendance?
- 3. Are these numbers representative of full-day absences or period absences (what about tardies)?

Graduates taking & Passing at least One AP Course

FUNDED TO THE PORT OF THE PORT	Sequola Union High School District											
	CLASS OF 2012											
Groups	# Graduates	% TAKING at Least 1 AP/IB Class	% PASSING at Least 1 AP/IB Exam	# Graduates	% TAKING at Least 1 AP/IB Class	% PASSING at Least 1 AP/IB Exam	# Graduates	% TAKING at Least 1 AP/IB Class	% PASSING at Least 1 AP/IB Exam	# Graduates	% TAKING at Least 1 AP/IB Class	% PASSING at Least 1 AP/IB Exam
District												
All 12th Graders	1697	55.0%	66.2%	1787	60.2%	74.7%	1707	62.0%	76.4%	1715	62.8%	75.9%
Comprehensive Sc	hools											
Carlmont	414	61.6%	63.1%	488	67.2%	80.5%	474	69.0%	73.4%	473	67.0%	80.8%
Menlo-Atherton	427	54.6%	72.1%	432	58.6%	79.1%	433	59.8%	86.5%	429	63.9%	78.8%
Sequoia	364	68.7%	76.0%	411	74.2%	71.8%	424	69.1%	77.8%	378	72.2%	79.1%
Woodside	355	53.5%	51.6%	354	55.4%	60.2%	304	58.6%	65.2%	337	62.6%	60.7%

- WHS participation rate has increased each year
- The passing percentage has increased over the first two years and then fell in 2015
- WHS participation rate has met the district average.

Questions

- 1. How are our special populations faring?
- 2. What can WHS do regarding enrollment? Over? Under?
- 3. How are partner schools faring w/ WHS? Are we enrolling all high achieving/ motivated, etc?
- 4. Split of verbal literal arts vs. sciences/math?

Equal Opportunity School (EOS) WHS Preliminary Data Review

WHS is worked with EOS in 2014 to ensure we are providing access and support for underrepresented students in advanced placement courses (AP). We administered the EOS survey to grades 9-10 and have begun to host staff meeting to discuss the impact of the results. In 2014-2015, we increased enrollment of under-represented students in AS/AP classes by 13% (previous growth average of 2% per year). In 2015-2016, we continued to increase the number of under-represented students in AP classes by 8%.

In 2014, we established an ASAP Committee comprised of WHS teachers to support our efforts to provide access and support for students enrolling in an AS or AP course for the first time.

Woodside High School's enrollment demographics have changed greatly in recent years. The population of Hispanic students has risen steadily; in 2005-06, Hispanic students comprised 45% of Woodside's total population and in 2014, Hispanic students comprise 59% of the total population. The District initiated boundary changes have influenced our student demographics; we are experiencing a slight decrease in our Hispanic population.

Woodside High School

Enrollment (As of 10/1 Each Year)

Groups	2012-13 Enrollment	2013-14 Enrollment	2014-15 Enrollment	2015-16 Enrollment
Woodside High School	1682	1781	1805	1767
9th Graders	474	463	465	466
10th Graders	457	481	455	453
11th Graders	364	462	463	436
12th Graders	387	375	422	412
5th year seniors (not TRACE)	16	14	22	16
Ethnicities				
African American	63	56	48	36
Asian	57	47	48	60
Hispanic/Latino	1020	1058	1014	984
Pacific Islander	53	54	48	24
Two or More	54	78	66	49
White	493	481	575	608
Special Populations				
Special Ed	164	219	233	213
NSLP	895	898	861	767
SocioEc Disadvan	959	982	933	845
EL & RFEP Combined	801	810	759	735
English Learner	262	258	255	251
RFEP	539	552	504	484

Migrant	43	35	32	28
Foster Youth	2	0	3	2
Homeless	11	6	5	2
Enrollment Data Continued Partner Schools				
Belmont-Redwood Shores	5	5	5	2
Las Lomitas	8	7	13	21
Menlo Park	6	4	8	7
Portola Valley	75	79	105	105
Ravenswood	1065	195	165	120
Redwood City	183	1095	1113	1114
San Carlos	15	23	21	24
Woodside Elementary	66	66	71	76
Geographical Areas				
94303 East Palo Alto	252	271	236	189
94063 East Redwood City	366	371	335	334
Programs				
*AVID	164	197	194	194
*Academy	326	237	249	230
*SAAP	N/A	N/A	43	91
Compass	306	300	265	165
*Middle College	27	16	28	27
BUILD	52	65	67	65
Boys and Girls Club	22	37	46	54
College Track	33	37	31	22
Upward Bound	13	7	7	5

Qualitative Data:

We administer the Quaglia MyVoice Survey to all students, teachers and parents in March of every school year. (Refer to the appendix for survey results by stakeholder) SDMC/SSC uses the survey data to lead discussion on how best to make changes to our policies and procedures.

My Voice Student Survey Results-n = 1315 (March 11, 2015) School climate:

- 87% of students say that they want to do better in school
- 78% of students say that they have a teacher who is a positive role model for them
- 62% of students say that they feel teachers respect them (66% in 2013)
- 62% of students say that they are excited to tell friends when they get good grades
- 58% of students say that students are supportive of each other
- 42% of students say that they feel staff have fun at school
- 49% of students say that they find school boring
- 52% of students say that students respect teachers
- 43% of students say that they are a valued member of the school community
- 47% of students say that they respect each other
- 25% of students say that bullying is an issue (40% in 2013, 32% in 2014)

My Voice Student Survey Results-n = 1427 (March 4, 2014) School climate:

- 87% of students say that they want to do better in school
- 79% of students say that they have a teacher who is a positive role model for them
- 65% of students say that they feel teachers respect them
- 63% of students say that they are excited to tell friends when they get good grades
- 53% of students say that students are supportive of each other
- 46% of students say that they feel staff have fun at school
- 42% of students say that they find school boring
- 50% of students say that students respect teachers
- 40% of students say that they are a valued member of the school community
- 45% of students say that they respect each other
- 32% of students say that bullying is an issue

My Voice Student Survey Results-n = 1411 (February 4, 2013) School climate:

- 86% of students say that they want to do better in school
- 75% of students say that they have a teacher who is a positive role model for them
- 66% of students say that they feel teachers respect them
- 63% of students say that they are excited to tell friends when they get good grades
- 55% of students say that students are supportive of each other
- 48% of students say that they feel staff have fun at school
- 44% of students say that they find school boring
- 50% of students say that students respect teachers
- 43% of students say that they are a valued member of the school community
- 47% of students say that they respect each other
- 40% of students say that bullying is an issue

WHS Homework Student Focus Group Findings, May 2015 (n=350)

Main Takeaways from the data gathered:

Takeaway #1: Consider greater communication with each other, spread out due dates so students don't receive a large amount at once

Takeaway #2: Make a concerted effort to talk personally to students. Students ask for help when they feel comfortable with the teacher

Takeaway #3: Seek to create and maintain consistent practices (grading policies, late work, and homework)

Takeaway #4: Students understand the value of appropriate amounts of quality homework.

Questions asked during the student focus groups-led by students

- 1. Tell us about your biggest challenges for completing homework and projects at home?
 - Extracurricular activities
 - Work
 - Sports
 - Don't know what to do, can't do it
 - Procrastination
 - "Multiple teachers assign lots of homework on the same night" (12th grade, AP)
- 2. How does your homework help you better understand the material you are learning in your classes?
 - HW is sometimes not fully taught in class and students are expected to learn it at home
 - Good for practice and reflection, but not too much repetition
 - Busy work and not reviewed in class
 - It does not help with understanding the material; exception-math and English
- 3. Talk about the level of support you receive from teachers to help you be successful on your homework. How can your teachers better support you on your homework?
 - Resources available (tutorials, the Den) but some students don't take advantage
 - "Students' relationship with the teacher determines how well they do and how comfortable they are asking questions"
 - Teachers don't ask if students need help
 - Consistent late policy
- 4. How valuable do you think your homework is to your success in high school? How valuable do you think your homework is to your success after high school?
 - Homework is valuable only to pass the class, but not important to college
 - Consistent homework grading policy
 - Completed correctly versus attempted
- 5. Talk about the amount of homework you have this year and describe how much time you spend on different types of assignments.
 - 11th AP & Mainstream (same): Minimum = 1 hr, Maximum = 4-5 hrs
 - 12th AP: Minimum = 1-2 hr, Maximum = 5-6 hours; 1 hour per AP class
 - 12th Mainstream: 1 hour + SEP
 - Awareness and coordination of homework assignments across all departments

[Refer to 2015-16 WHS Class Rigor Matrix]

- 6. What aspects of your homework or homework policies could be improved?
 - Communication between teachers, balance hw between classes
 - Better late policies (HW/test retake), esp if students didn't understand hw
 - Grade hw based on completion or demonstration of mastery
 - Put a limit to how long hw takes
 - Lower HW percentage in final grade
 If you could go back to middle school and tell them anything to prepare them for homework in high school, what would it be?

Additional comments

- Student want advisory/study hall to do HW
- Students "suggest teachers be more up front about the amount of work in their class to the students that are deciding whether or not to take their class" [Class Rigor Matrix]
- Students in 12th grade suggest less homework around SEP due dates

Critical Needs

Based on the analysis of data in Chapter 2 of the Student/Community Profile, the staff at Woodside High School has identified the following critical academic needs:

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

- 1. All Woodside High School students will show academic growth on CST assessments. Students scoring below the proficient band will advance to the next performance band in CST assessments. (Students scoring within the proficient and advanced bands have met goals) (The bands are advanced, proficient, high basic, low basic, below basic and far below basic)
- 2. The number of graduates meeting the CSU and the UC A-G requirements will increase by a minimum of 5% in all sub groups over 2013-2014 baseline.
- 3. The number of students receiving a proficient score on each section of the California High School Exit Exam, on the initial 10th grade administration, will increase by a minimum of 5% over 2013-2014 baseline.
- 4. Those English Language Learners consistently enrolled in WHS courses during 2013-14 will advance at least one level of proficiency as measured by the total score on the fall 2014 California English Language Development Test (CELDT)
- 5. The percentage of freshman who complete at least 50 credits with a grade of C or better by the end of their freshman year (post summer school) will increase by 5% from 2013-14 baseline.

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

Quaglia's My Voice surveys measure the extent to which the school meets the 8 Conditions in all stakeholders, including parents, students, and staff. (Survey results will be reviewed by all stakeholder groups in March 2014, MArch 2015, and in May 2016)

Woodside High School adopted the "8 Conditions" as its Expected School-wide Learning Results in the spring of 2011.

All stakeholders will support the 8 conditions for developing student aspirations in addition to activities that foster greater spirit, pride, and participation in the school community. (My Voice Surveys)

Other Important Questions:

Questions raised by the analysis of the student performance, demographic, and perception data:

- What is the most effective means of Algebra support, particularly for students who repeat Algebra multiple times?
- How can we conscript more at-risk students to engage in our after school interventions?
- What support can the district offer to balance the demographics amongst the four comprehensive high schools so that we can maintain our robust AP and elective programs?
- How can we continue to increase the number of under-represented students in our AS and AP classes and offer the support needed (teachers and students)?
- How can we measure improvements in the school culture beyond the My Voice surveys?
- What is the best way to prepare staff, parents, and students for the new online Smarter Balanced testing?
- How can the school increase the number of students in all sub-groups who satisfy the A-G requirements, particularly those from underrepresented groups?
- Does the change of intervention affect results? (online vs. class section)
- What is the impact of Common Core curriculum on student graduation rates?
- What is impact of the Co-teaching (SpEd)
- What interventions do we provide for students who are behind in credits? Are the interventions, once the student doesn't pass a class, effective?



Chapter Three

Progress Report

WOODSIDE HIGH SCHOOL MID-CYCLE PROGRESS REPORT

199 Churchill Ave. Woodside, CA. 94062

Sequoia Union High School District

March 3, 2015

Accrediting Commission for Schools Western Association of Schools and Colleges

Mr. Paul Demsher, Chairperson Teacher, Tracy High School

Mrs. Jennifer Lang-Jolliff Coordinator, Mission Middle College Program, Santa Clara Unified, CA WASC Mid-cycle Visiting Committee Report

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I:	Introduction and Basic Student/Community Profile Data
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II:	Significant School Changes and Developments
III:	Follow-up and Progress Report Development Process
IV:	Progress on the Critical Areas for Follow-up within the Action Plan
V:	Schoolwide Action Plan

CHAPTER THREE: Progress Report

I: Introduction and Basic Student/Community Profile Data

District background

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

District Schools

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

- Carlmont High School (opened in 1953) 2014-15 enrollment: 2,184 students
- Menlo-Atherton High School (opened in 1951) 2014-15enrollment: 2,159 students
- Redwood (Continuation) High School (opened in 1966) 2014-15 enrollment: 290 students
- Sequoia High School (opened in 1895) 2014-15 enrollment: 2,090 students
- Woodside High School (opened in 1958) 2014-15 enrollment: 1,815 students

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

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

District Facts and Demographics

- 1. Ethnic/racial composition: 46% Latino, 35% White, 3% Asian, 4% African-American, 3% Pacific Islander, 1% Filipino, and 0.5% American Indian
- 2. Student-to-teacher ratio: 25 to 1
- 3. Matriculation to college following graduation from comprehensive schools: 91% of Class of 2012

Woodside High School background

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

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

Woodside High School offers a comprehensive, standards-based curriculum. Academic departments have adopted either the California Content Standards or the Sequoia Union High School District Content Standards as the framework for both curriculum and assessment. The use of Data Director has provided WHS decision-makers with valuable and practical information as it relates to teaching standards and their connections to high stakes assessments.

Woodside High School is a Title I school. WHS currently identifies approximately 849 students eligible to receive Title 1 services. The SUHSD identifies Title I students as any who are deficient in credits, qualify for Free and Reduced Lunch, have not passed either section of CAHSEE by 11th grade, have scored at far below basic and below basic on the CST English Language Arts and Mathematics exams. The percentage of students who qualify for the Free and Reduced Lunch Program has increased steadily from 40% in 2007-08 to 46.8% this year. Students included are those with disabilities, migrant children or limited English proficient students (English Learners).

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

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

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

CELDT Student Counts by Grade Level

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

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

2013-2014 2012-2013

9th grade enrollment -463 9th grade enrollment - 482

88.8% (411) 50 or 50+

11.2% (52) <50

81.1% (391) 50 or 50+ 18.9% (91) <50

Since 2010-11, Woodside has been working with the Quaglia Institute which is based on the "8 Conditions" of student success: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. In the spring of 2011 Woodside High School adopted the 8 Conditions as its revised ESLRs. These 8 Conditions are studied school wide, 4 times a year, in 50-minute Aspirations Periods. Woodside also redefined its mission statement after much stakeholder input and discussion of the principles on which Quaglia was founded. The mission statement is now "All Woodside High School students can and will learn." The data listed below, compiled from Quaglia student surveys, illustrates some of our work with school spirit and a culture based on the 8 Conditions.

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

- 86% of students say that they want to do better in school
- 75% of students say that they have a teacher who is a positive role model for them
- 66% of students say that they feel teachers respect them
- 63% of students say that they are excited to tell friends when they get good grades
- 55% of students say that students are supportive of each other
- 48% of students say that they feel staff have fun at school
- 44% of students say that they find school boring
- 50% of students say that students respect teachers
- 43% of students say that they are a valued member of the school community
- 47% of students say that they respect each other (males 51%, females 43%)
- 40% of students say that bullying is an issue

Students

Currently, Woodside High School receives students from over 29 feeder schools; consequently, students enter with great variance in terms of academic and social preparedness for the rigors of a comprehensive, college-preparatory high school program.

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

Percent of Total Enrollment 2013-2014

Group	Percent
African American	03%
American Indian or Alaska Native	0049
Asian	02%
Filipino	0015
Hispanic or Latino	59%
Pacific Islander	03%
White (not Hispanic)	28%
Multiple or No Response	04%
Socioeconomically Disadvantaged	59%
English Learners	25%
Students with Disabilities	17%

Staff

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

Ninety-nine percent of the teachers hold CLAD or BCLAD (Bilingual, Cultural, Language, Acquisition and Development) certification. Classified and administrative staff members are integral to the successful operation of the school and support of the educational mission. While the staff has yet to reflect the ethnic makeup of the student population, a concerted effort has been made to broaden employee diversity with some degree of success as evidenced by the increased numbers of Spanish speaking staff members.

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

Special Education Enrollment Figures

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

WASC History

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

The Visiting Committee's Summary of Findings from the 2012 visit delineated nineteen school-wide strengths, and particularly noted the efficacy and success of its shared decision-making model, the processes for data review, and its efforts towards closing the achievement gap. Two members from the 2005 visiting committee returned to Woodside High School in February of 2008. The committee noted: "There have been significant changes since the last visit. This is a school that doesn't stand still and there is a strong commitment here to continual improvement of all kinds." Furthermore, the committee noted: "This is a school that doesn't miss a step. Following the last visit, action plans were developed, or amended, to reflect the recommendations left by the visiting team." The visiting team did recommend that Woodside High School continue to look at the achievement gap "to ensure that all that can be done is being done." The committee also recommended "the school look at ways to increase representation of Hispanic students in Advanced Placement programs and classes."

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

II: Significant School Changes and Developments

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

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

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

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

Staff at Woodside identified our switch to School Loop learning management system and our adoption of a full Google Apps for Education (GAFE) platform at the start of the 2014 school year as a major change. Both programs have had a positive impact on communication in the wider Woodside community. Staff also mentioned Common Core and Full Inclusion Special Education that uses co-teaching and increased numbers of Para-Professionals as significant developments since 2012. The adoption of Common Core Standards has impacted the focus of staff development, and ultimately, our curriculum. The changes in Special Ed have impacted staffing and teaching assignments, as mentioned previously.

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

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

III: Follow-up and Progress Report Development Process

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

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

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

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

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

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

- 1. Implement engagement strategies across the curriculum and beyond core subjects.
- 2. Close the achievement gap between members of the student population.
- 3. Incorporate the 8 Conditions/ESLRs into the curriculum and continue to refine methods of evaluation.
- 4. Evaluate the effectiveness of the myriad of programs in the school in regards to achievement growth in all students.
- 5. Continue to develop a working relationship and improved communication with the district office and trustees.

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

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

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

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

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

Over the last two semesters, there have been three full professional development days funded by the district. In addition, the district solicited input and assistance in the design and implementation of these staff development days. For example, at the professional development (PD) day in October of 2014, teachers focused on collaboration within course-specific groups. On this day, teachers watched model lessons and techniques. As a result, several similar literacy strategies are being developed across subject areas such as Primary Source Analysis (called

SOAPS) and a graphic organizer for persuasive writing. At the August PD day, technology training was provided to enhance literacy instruction. For example, Quizlet and Google Docs are being used for vocabulary development and providing writing feedback across the curriculum. The January 2015 PD was a teacher designed follow-up to the August date. The technology topics were re-discussed and delved into more deeply.

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

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

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

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

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

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

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

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

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

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

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

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

Woodside High School has implemented an after school tutoring program four days a week that is modeled after the AVID tutorial process. The Den (a new tutoring program, started Nov.

2014) provides on-site tutoring by credentialed teachers in the core subjects in a relaxed environment. At student request, hot drinks and snacks are provided.

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

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

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

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

In both the BTA and the Green Academy, each junior is connected with a mentor from the professional community who works in the field most closely aligned with each student's post-graduation interests. For example, mentors from the following industries have mentored BTA students: medical field, legal field, military, firefighters, technology, law enforcement, accounting, design, sales, culinary arts, marketing, cosmetology, education, as well as entrepreneurs. The mentor relationship is an important component in trying to close the achievement gap. Mentors become role models and examples of why success in school is vital.

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

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

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

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

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

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

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

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

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

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

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

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

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

and student travel opportunities are all a part of the fun an excitement and sense of adventure that this department embraces.

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

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

The student body now has more opportunities to take part in formal intramural sports than they had in 2012. Student-Staff athletic activities, especially at lunchtime, have become popular and part of the fabric of what we do. The Safe Schools Ambassador program has embraced the language of the 8 Conditions. They recognize students and sponsor activities that embody the values of the 8 Conditions. Most recently the Safe Schools Ambassadors presented a campus-wide staff/student treasure hunt that highlighted the spirit of adventure, confidence to take action, leadership & responsibility, and heroes. Rallies in the quad and the new bi-annual all school rallies in the new gym create a sense of belonging and excitement. Changes in the homecoming week make it easier for all students to participate. It is more inclusive. The staff skit at the rally has become an expected and favorite element. College Day has expanded to inspire all students to get more excited about school and their academic future. A college-bound culture is evolving as a component of Woodside's spirited school community.

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

V: Schoolwide Action Plan

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

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

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

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

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

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

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

Rationale

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

Growth Targets

- ALL students will advance to the next performance band in CST assessments. Remove this target since CST's are no longer are used by the state. Replace with a new target based on the SBAC when it is given this spring, providing a new baseline. Only CST Science is still being used to determine AYP.
- The number of graduates meeting the CSU and the UC A-G requirements will increase by a minimum of 5% in all subgroups over the previous year's baseline. **DATA available at SDMC mtng.**
- The number of students receiving a proficient score on each section of the CAHSEE, on the initial 10th grade administration, will increase by a minimum of 5% over the previous year's baseline **DATA** available at SDMC mtng.
- A.ELs consistently enrolled in WHS courses during the previous school year will advance at least one level of proficiency as measured by the total score on the fall administration of the CELDT. **DATA available at SDMC mtng.**
- The percentage of freshmen that complete at least 50 credits with a grade of C or better by the end of their freshman year (post summer school) will increase by 5% from the previous year's baseline. **DATA available at SDMC mtng.**

ESLRs Addressed

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



Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Apply for/ implement 21 st Century Grant to provide a comprehensive after-school program (Aspirations)	Principal, Aspirations Program Coordinator, all staff	\$1.25M (over five years) grant from CDE; 21st Century Grant Document/Outline for Program/ MOUs	Annual evaluation and progress reports; external evaluator	Spring 2012 Spring 2015 Note –WHS was not granted funding. This action plan item is suspended.
Implement Title I Mentoring Program and Supplemental Educational Services (SES)	IVP, Guidance Counselors, Director of EL (SUHSD), Principal, Asst. Superintendent of Ed Services, All Staff	Title I funding; additional district funding for SES	Title I student grades and progress reports, homework accountability	2012 Implementation; 2013/annual SDMC Evaluation Continue through 2018
Follow Essential Program Components (EPCs) and continue work with DAIT provider	Principal, IVP, AVPs, department chairs, content coaches, all staff	District funding; Title I funding; Program Improvement funding	Achieve a rating of "4" (top rating) on each EPC as evaluated by DAIT provider. District is continuing use of tools from same DAIT provider, ALS (Action Learning Systems). The rating system was suspended and replaced with the annual report to the Board.	Spring 2012— Spring 2014; duration of PI status Continue through 2017 or as long as district remains in DAIT.
Identify 9th-&10th-graders who are not meeting school goal of 25 credits with Cs or better at semester and place in appropriate intervention	Guidance Counselors, Admin Team, Bilingual Parent Coordinator, Special Ed case managers	Infinite Campus; Intervention Programs	Progress reports; quarter and semester grades; # of intervention referrals; Nova Net/ APEX/ Cyber High credit recovery	2012—2018 Twice yearly review of semester & final grades

Focus professional development opportunities on DII (Direct Interactive Instruction) strategies	Principal, IVP, department chairs, Assistant Superintendent of Ed Services, content coaches	Professional development funds, release days, release time for coaches and instructional leaders	Student performance; best practices; teacher planning and curricular modification. Every department has completed DII training, and new teachers receive yearly DII training. District-sponsored campus walk-thrus using DII rubric. Participation in district walk-thrus on other campuses.	Spring 2012— Spring 2013; duration of PI status Fall 2013 – Spring 2015; duration of PI status
Implement progressive discipline and positive behavior reinforcement	AVPs, Principal, IVP, all staff	Infinite Campus, KLEAR, mental health counseling, parent meetings, Sequoia Health Foundation grant for Adolescent Counseling Services funding	Number of expulsions and suspensions; No Privileges List; attendance/ detentions; increased lunch and extra-curricular activities; use of tutorials for detention; "Standup Jar"; Number of ATS referrals	Fall 2012—Spring 2013; ongoing Evaluation Spring 2013, Spring 2015 Continued funding for lunch intra- murals rec'd through Spring 2015. ATS (alternative to suspension) added in 2012 with continued funding rec'd through Spring 2015.
Work to foster the Quaglia Institute's "8 Conditions"	Aspirations Leadership Team, SDMC, all stakeholders, Students- Offering-Support (SOS)	Quaglia Institute, district funding	My Voice Survey Results; School- wide writing assessment; ESLR reflection; Aspiration periods	Fall 2011— Spring 2013 Spring 2016 (three-year contract with Quaglia

			reflection	Institute, extended three years); continue My Voice Surveys through Spring 2015 Spring 2015; Spring 2015 evaluate continued use of surveys (must pay); use of iknowmyclass surveys
Continue to foster AVID and ALearn programs	Principal, IVP, District Office, AVID Coordinator, Mathematics department chair, all staff	District funding, private funds	Number of under- represented students in AS/AP classes; A-G completion rates; annual Board report	Summers 2011 & 2012 Pilot and Implementation; Bi-annual SDMC evaluation
Continue to foster Compass and Summer Math Acceleration program	Principal, IVP, staff, Mathematics department chair, District Office	District funding, yearly private funds (Foundation)	Number of 9th- graders earning 50 credits or more with Cs or better; increased Math placements, anecdotal focus group reports	Annual Evaluation/ Data Review Fall 2012— Spring 2015 2017
Implement Equal Opportunity Schools (EOS) strategies: stu/tchr surveys, outreach, supports	Principal, IVP, staff, ASAP (Advanced Standing/Advanced Placement) teacher committee, District Office, EOS coordinator	District funding, EOS	Number of under- represented students in AS/AP classes; number of student attending summer bootcamps; number of students earning a C or better	Fall 2013 – Spring 2014 partnership with EOS Summer 2014 – Spring 2015
Implement after school tutoring venues and homework café: The DEN	Principal, IVP, staff, ASAP (Advanced Standing/Advanced Placement) teacher committee	EOS grant for reaching goals, Wells Fargo Community grant, school discretionary funds, private funds	Number of student users each semester; user surveys	Fall 2013 – spring 2016

		(Foundation)		
Implement The BIG READ as a common academic experience for all students	Principal, IVP, staff, SDMC, Leadership students as discussion leaders	District funding, site discretionary funding	Participation rates, anecdotal evaluation of event	Fall 2013 – spring 2016

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

Rationale

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

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

Growth Targets

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

ESLRs Addressed

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

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of improvement	Timeline
Continue Aspirations work with the Quaglia Institute	Aspirations Leadership Collaboration Team, SDMC, Principal	District funding, site discretionary funding	My Voice surveys; student and staff interviews Staff development 11-7-12 – teacher handout/goals	Fall 2011— Spring 2013 Spring 2016; 2013-2014 2016 continue with Quaglia initiatives, extended three years; 2014-2015 SDMC evaluation of initiatives, including Aspirations periods
Create and implement a reflection for newly adopted ESLRs (8 Conditions)	SDMC; Department chairs	SDMC ad-hoc collaboration; The Write Stuff Collaboration Group; Staff	SDMC reflection; feedback from students and staff	2012-13 Implement New Writing Day prompts based on the conditions; Spring 2013 evaluate/revise writing prompts; initiative dropped upon reflection replaced with Aspirations periods
Continue to support school activities that foster school spirit (e.g. all school and freshman assembly and Spirit Week, Aspiration periods)	All stakeholders	School communications: Communicat, website, weekly bulletin, Collaboration 2 group "Connections," planner, calendar,	Student feedback; staff feedback; My Voice surveys	Fall 2012 Continue all school assembly/rally; Continue annual Freshman Assembly/Rally; 2012-13 addition of second spirit

		announcements, digital newspaper, social media (Facebook, Twitter), staff t-shirts, mousepads		week; Annual SDMC/ Student Leadership review of school goals Aspiration periods
Commit resources and time to programs and collaborations with an emphasis to foster and enhance a positive school climate	Principal, administration, SDMC, Students- Offering-Support (SOS)	21st Century Grant, private funding, "Special Project" days (College Day, Club Day, Writing Day, School Rally), Collaboration 2 groups, California Partnership Academies, Wildcat Schedule, Summer Compass Program	Writing Day 2012 agenda (time for two periods of "Special Projects"); Collaboration Schedule; Positive School Climate Collaboration 2 Group minutes and initiatives Staff development fall 2012; recognition of playoff teams receiving Jamba Juice with the Principal	Spring 2012— 2015 Annual spring proposals and SDMC review
Integrate/ embed "8 Conditions" into curriculum/lessons/Open House/ Unsung Heroes/ Summer Compass Program	Teachers, department chairs, administration	Quaglia Institute, department meetings and collaborations	Lesson plans; assignments and projects; syllabi; class observations; department meeting agendas	2012-2013 "8 Conditions" will be present on all syllabi; 2013-15 Annual Department review/evaluation of integration of "8 Conditions"; Annual Spring My Voice IKnow Surveys 2012- 2016
Recognize Positive Behaviors	Administration, all staff, all stakeholders	Professional development, Infinite Campus, department meetings and collaborations	Positive phone calls and postcards home; student recognitions; Infinite Campus documentations Student of the week (month) – implemented 2012	2012-2013 Implementation of Student Commendation protocol; 2013- 2015 consideration and implementation of additional method of commendation/

				recognition; 2013-15 Student of the Week/Month program; 2014-15 Athlete of the Week program
Continue College Day	all stakeholders	Community members, private funding	Student participation based on attendance, SDMC reflection, number of students taking college entrance exams	Continuing 2012- 2018

Chapter Four

Self-Study / Needs Assessment WASC 2012

- a. Organization: Vision and Purpose, Leadership-Staff, Resources
- b. Standards-Based Student Learning Curriculum
- c. Standards-Based Student Learning Instruction
- d. Standards-Based Student Learning Assessment and Accountability
- e. Standards-Based Student Learning School Culture and Support for Student Personal Growth and Academic Growth
- f. Addendum
- g. School-wide Site and Demographic Data
- h. School-wide Needs Assessment
- i. Math Needs Assessment
- j. ELA Needs Assessment
- k. Science Needs Assessment
- 1. History-Social Science Needs Assessment

CHAPTER FOUR: Self-Study / Needs Assessment 2012 WASC Report

Organization: Vision and Purpose, Leadership-Staff, Resources

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels? (WASC A1-A)

Vision - ESLRs - Profile

Indicator: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Findings

Woodside High School serves a diverse student population with a range of academic and social needs. In reviewing CST and CAHSEE results and in considering UC/CSU A-G completion rates, the achievement gap between students of higher and lower socio-economic is evident. This fact has driven school-improvement efforts and has been the focus of several new programmatic structures, professional development endeavors, and academic interventions.

The Shared Decision Making Council (SDMC) approved a new Vision/Mission Statement in May of 2011: "All Woodside High School students can and will learn." Simultaneously, Woodside High School embarked on a three- year professional development endeavor with the Quaglia Institute. The Quaglia Institute provides a framework for schools to evaluate their overall educational program. The framework is based on the research-developed conditions for student aspirations. These "8 Conditions" include: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. In May of 2011, the SDMC approved the "8 Conditions" to serve as Woodside High School's ESLRs.

Development/Refinement of Vision/ESLRs

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school-wide learning results are effective.

Supporting Evidence School Profile, Chapter 1 www.woodsidehs.org/about SDMC Minutes www.woodsidehs.org/sdmc www.qisa.org To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school-wide learning results and the academic standards? (WASC A1-B)

Findings

The SDMC, comprised of representatives from all of the stakeholder groups-parents, students, classified staff, certificated staff, community members, and administration-facilitated the Vision/Mission and ESLR revision process during the 2010-2011 school year. Three primary types of groups submitted feedback to the SDMC over the course of the academic year: Department Chair Council, Collaboration 2 Groups (interdisciplinary Focus Groups), and Department Meeting Groups. Woodside's Collaboration 2 Groups and Department Meeting Groups brainstormed words and concepts that they felt were appropriate to include in a Vision or Mission Statement. These ideas and concepts were then circulated amongst the three groups, and through a series of dialogues, the SDMC proposed the new Vision/Mission Statement to the staff at a Staff Meeting in the spring of 2011. The SDMC later voted and approved the new statement.

Woodside High School applied the same process to the adoption of the new ESLRs as the "8 Conditions for Student Aspirations." Since the "8 Conditions" were a component of the Quaglia Institute framework as the product of Dr. Russ Quaglia's research, there was not as much brainstorming and the process was a bit more streamlined.

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected school-wide learning results.

Supporting Evidence SDMC Minutes Department Minutes Collaboration Notes Staff Meeting Agenda www.qisa.org

Findings

Woodside High School utilizes several effective communication systems to keep all stakeholders informed. Woodside, with the assistance of the PTSA, publishes a monthly newsletter entitled The Communicat. This newsletter is mailed out to individual families, and it is also posted on our website. The Communicat is translated into Spanish. Woodside also redesigned its website in 2009 and developed its own web management system by which all staff members, coaches, and parent groups can update their own web pages. Woodside High School also has Facebook and Twitter accounts by which it directs the community to website links and general updates. The PTSA also publishes a weekly email bulletin to keep all of its subscribers informed.

Woodside High School has employed all of these communication mediums to solicit parent involvement and to keep the community-at-large informed as to the Vision/Mission and ESLR revision process.

The Principal and other members of the administration also meet with a Parent Advisory Group as well as the individual booster organizations and provide parents with updates and address questions or concerns. Woodside also created a new position, the Bilingual Parent Coordinator, commencing in the 2010-11 school year in an effort to offer a specific "intervention and resource specialist" for Spanish-speaking parents. Furthermore, the Bilingual Parent Coordinator works closely with the Bilingual Resource Teacher (BRT) with the facilitation of the English Learner Advisory Council (ELAC). Both the BRT and Bilingual Parent Coordinator provide translation services at all parent events and informational workshops. Lastly, Woodside also hosts Bilingual Parent Nights as part of our Title I parent information night requirements.

Students participate in SDMC, and the SDMC representatives solicit feedback from their Leadership classmates, class councils, and their classes in general. Students also discussed the new ESLRs during the Collaboration 2 sessions.

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Supporting Evidence The Communicat www.woodsidehs.org/ptsa PTSA Weekly Bulletin Facebook-Woodside School High www.Twitter.com/WoodsideHS Parent Advisory Athletic Boosters Drama **Boosters Music Boosters WHS** Foundation Leadership Class Requirements Bilingual Parent Coordinator Bilingual Resource Teacher **English Learner Advisory** Council Agendas and Minutes

Findings

The SDMC utilizes a cycle of inquiry approach to its review and analysis of data. The SDMC has regular cycles of data review and goal setting. All stakeholders also have access to "Issue/Concern Forms" in which they can articulate a concern or an idea regarding teaching and learning and submit it to the SDMC for consideration. The SDMC either provides a response or redirects the concern to the appropriate entity (Department Chairs, Administration, PTSA, etc.) for input.

The students' ESLR folders have also provided valuable feedback and insight as to the relevancy

of the ESLRs. In fact, student feedback served as the primary impetus for the ESLR revision process during the 2010-11 school year. The My Voice surveys, developed by the Quaglia Institute, offer specific feedback from parents, students, and school staff as to the degree to which Woodside High School fosters the "8 Conditions."

A1. Organization: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Supporting Evidence SDMC Minutes Issue/Concern Forms and Log ESLR Portfolios Student Reflections

Findings

The revised Vision/ Mission Statement is a direct response to both Critical Academic Needs--the Achievement Gap and School Culture. The belief that "All Woodside High School students can and will learn" implies that the needs of all students will be taken into consideration.

Woodside's 2011-12 School Goals reflect a commitment to all students showing growth on CST and CELDT, rather than aspiring to raise performance levels of a segment of the student population to proficient and advanced.

Supporting Evidence 2012-2018 Action Plans 2011-2012 School Goals

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school-wide learning results and academic standards based on data-driven instructional decisions for the school? (WASC A2-A)

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Findings

The Sequoia Union High School District Board of Trustees meets approximately twice per month. A general public election is held for the selection of the trustees. Candidates will often meet with site administration, certificated staff, and representatives of the teachers' association.

The Board agenda is mailed and posted on the Fridays preceding a Board meeting. Board meetings take place at the district office at 480 James St., Redwood City on Wednesday evenings at 5:30PM. The Board of Trustees takes a July hiatus from meetings.

Supporting Evidence SUHSD Board Minutes www.seq.org

Relationship of Governance to Vision and ESLRs

Indicator: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Findings

The Sequoia Union High School District's stated vision reads, "All students are engaged and prepared to excel in a 21st century global society," which is congruent to Woodside High School's emphasis on "all students" in its newly adopted Vision/Mission Statement.

Elements of the SUHSD's twelve specific goals for 2008-2013 that are aligned to Woodside High School's Vision/Mission and ESLRS include: development of Career Technical Education opportunities, closing the achievement gap, implementing effective professional development practices, expanding student internship opportunities, maximizing technology as an instructional resource, and improving support services.

The Board of Trustees is in the process of revising its goals. As a result of the recent November election, the Board has two new members. Two other members of the Board have just completed their first year of service. With a Board comprised of new members, the process is likely to continue. The curricular focus of the district's goals is based on the Essential Program Components (EPCs). The SUHSD is currently in year-four of Program Improvement; Woodside High School is in year- two. The Board of Trustees selected Action Learning Systems (ALS) as its District Assistance and Intervention Team (DAIT) in the spring of 2011, and the focus of the assistance has been the implementation of the EPCs. The areas of focus for the EPCs include: Instructional Program, Instructional Time, Lesson Pacing Guide, Site Administration Leadership Training, Credentialed Teachers Professional Development Opportunities, Ongoing Instructional Assistance and Support, Student Achievement Monitoring System, and Monthly Collaboration Data Review with Principal.

Supporting Evidence
www.seq.org
Sequoia Union High School District (SUHSD)
Woodside High School's 2011-12 School Goals
Woodside High School's 2012-2018 Action Plans
Critical Academic Needs (CANs)
Drafts of SUHSD Goals
Essential Program Components (EPC's)

Understanding Role of Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Findings

Woodside High School employs a variety of communication mediums and provides many touchstones for parents to get involved in school governance. The principal attends every PTSA, Foundation, and Parent Advisory meeting. Parents have opportunities to learn how Board policy will impact Woodside High School, as well as how to get involved in school governance as in the SDMC and Site Council. The Athletic Boosters, Drama Boosters, Music Boosters, Foundation, and PTSA provide effective "starting points" for concerns and issues.

In a recent situation involving PE-Substitution, the Board of Trustees asked for a district committee comprised of teachers, parents, students, and administrators to make a recommendation for policy.

Parent/Community pages at www.woodsidehs.org

Supporting Evidence Parent/Community pages at www.woodsidehs.org Board of Trustees Agendas and Minutes Presentation Slides of PE Recommendations

To what extent does the governing board delegate implementation of these policies to the professional staff? (WASC A2-B)

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Findings

The respective contracts with the certificated and classified unions provide the basis for defining the professional responsibilities of the staff, as well as for policy and procedure.

In regards to the recent district-wide curricular and instructional adjustments, the EPCs target the core departments; as a result, staff who work within these core departments posses a better understanding of the governing board's expectations.

Currently, the Sequoia Union Teachers' Association (SDTA) and district management are working together to discuss evaluation procedures and forms. Any agreement that the parties reach will be finalized as part of the spring 2012 negotiation process.

Supporting Evidence

Agreement with the Sequoia District's Teachers Association (SDTA)

Agreement with AFL-CIO, Local 377

Math, English, Science, Social Science, & Special Education Subject Council Minutes

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school

Findings

The Superintendent and his staff present regular reports on student performance, operations and budget to the Board of Trustees during public meetings. The Directors of Special Education, English Learners, Enrollment, and Construction present program overviews, projections, results of studies, and fiscal overviews on a regular basis. The Board of Trustees evaluates the Superintendent on an annual basis, and the Board empowers the Superintendent to monitor and facilitate district and school operations.

Supporting Evidence SUHSD Board Minutes

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

Findings

The Sequoia Union High School District developed a Parent/Student//Community Member Concern Form that provides a stakeholder with a means to register their compliant or concern. The form asks that the stakeholder file the complaint or concern with the employees immediate supervisor or the principal of the school.

Supporting Evidence www.woodsidehs.org, Resources, Forms

A2. Governance: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Findings

The aims and objectives of the EPCs target the Achievement Gap, one of Woodside's two major critical academic needs. The DAIT provider, Action Learning Systems, focuses on two primary goals: 1) all students will advance one performance band on the CSTs; 2) all ELs will advance one performance band on the CELDT. These district-wide goals comprise two of Woodside's six short- term site goals for 2011-12.

Supporting Evidence EPCs 2011-12 Short-term Goals 2012-2018 Long-term Goals

To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan? (WASC A2-C)

Governing Board's Involvement in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision and purpose and expected school-wide learning results.

Findings

Every spring, the Board of Trustees calls on each comprehensive high school in the district to present its Single Plan for Student Achievement (Site Plan) and to emphasize how the school specifically supports the District's Vision and 12 Goals. In 2011, Woodside High School described the Vision/Mission and ESLR revision process and centered the presentation on the "8 Conditions for Student Aspirations."

Supporting Evidence 2011 School Site Plan 2011 Site Plan Presentation (Power Point)

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards? (WASC A3-A)

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Findings

Woodside High School operates on a shared-decision making model. Shared decision-making provides all stakeholders (staff, students, parents, and community members) with a voice and an opportunity to affect teaching, learning, and the climate of Woodside High School. The Shared Decision Making Council (SDMC) creates an environment in which all stakeholders work to ensure:

- the opportunity to actively participate in the decision-making process
- support of decisions once they are made.
- acceptance of individual responsibilities and accountability to each other
- mutual respect and trust among all diverse groups
- continual growth and responsiveness to new ideas

The SDMC provides all Woodside High School stakeholders with representation in a democratic body that will:

- respond to concerns of the school community
- establish priorities for schoolwide improvement
- write and implement the school's mission and goals
- oversee the task force process
- support the implementation of approved action plans
- create ad hoc committees to address specific issues

The SDMC is comprised of eighteen voting members from all stakeholder groups (administration-1, certificated staff-9, classified staff-2, students-2, parents-3 community-1). The SDMC has merged with the School Site Council (SSC) with some members taking dual roles. The SSC includes roughly equal numbers of students, staff and parents as well as two administrators. The student representation on the SDMC and SSC in conjunction with the Quaglia work has strengthened student voice on campus.

In addition the school is organized into individual departments that bring proposals and disseminate information to and from the SDMC.

Supporting Evidence SDMC Charter SDMC meeting agendas and minutes Issue/Concern forms and status reports Principal's advisory group meetings

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Findings

The Shared Decision Making Council (SDMC) is a representative structure focused on teaching and learning. The council merged with the School Site Council (SSC) in an effort to streamline the decision-making process. The SSC membership is congruent with state guidelines. The combined councils also serve as the data team as it reviews performance data on a bi-annual basis. The councils review and establish the short and long term goals for the school, conduct data reviews and critical areas of need assessments, and also serve as the Leadership Team for the accreditation process. The SDMC completes the review of data analysis and contributes the findings to the Single Plan for Student Achievement (SPSA). In addition, the councils evaluate funded programs where group leaders present findings (e.g. SST, SEP, AVID, Academies). As a result of data analysis, the school has implemented various support programs and activities including College Day, Woodside Writes, and added summer bridge and math enrichment programs.

Supporting Evidence
Meeting minutes - AYP, API, school goals data.
Program evaluation forms
Data review document 2-28-11
Critical areas of need review document
SPSA (Site Plan)
Compass A-Learn
Summer Math Acceleration
After school tutoring and mentoring programs

Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected school-wide learning results, and the improvement schoolwide action plan.

Findings

The SDMC/SSC reviews and approves the single plan for student achievement on an annual basis. The school action plans are reviewed and revised by the councils. The SSC is responsible for approval of categorical budget allocations within its purview. All proposals are evaluated in the context of furthering school goals. In addition, the formation of task forces and collaboration groups is facilitated by the SDMC. Groups are required to submit objectives that are reviewed and approved by the SDMC. The SDMC revises objectives as necessary. The SDMC and SSC also review programs that are administered through categorical Tier 3 funding.

Starting in the spring of 2011 the district implemented a centralized and uniform allocation of core staffing based on student need and not as an equal allotment per site. This particularly applies to support and intervention classes.

The Expected Schoolwide Learning Results (ESLRs) have been evaluated annually by all staff. Senior ESLR portfolios are evaluated each year during an all staff collaboration. During the 2010-11 year, the ESLRs underwent a major revision with several rounds of stakeholder input (SDMC, staff, parent groups, students). In spring of 2011 the SDMC approved the revisions and adopted the "8 Conditions" of the Quaglia Institute for the new ESLRs. Evaluation of ESLR achievement will be revised during the current school year using data from the Quaglia student surveys as well as staff input from SDMC (and other groups).

Supporting Evidence
SDMC meeting minutes
Core Staffing Chart
Chapter. 7 of SPSA
Funding proposal requests
Task force objectives
ESLR revision handouts, brainstorms, documents
Quaglia documents
Quaglia My Voice student survey results
Focus group findings

A3. Leadership and Staff: Additional Findings

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings

The results of the staff, student and parent surveys indicate that stakeholder groups feel they have a voice in the governance of Woodside High School. Given the work of the school's Aspiration Team and the three-year commitment to the Quaglia Institute, the school clearly has embraced the philosophy and research of aspirations work. The Aspirations Team members each work with a group of 4-6 colleagues to facilitate schoolwide participation in the Quaglia effort.

Woodside High School has used quantitative data to guide teaching and learning for several years. Now the school is adding a qualitative focus that is driven by the guiding principles (selfworth, active engagement, purpose) and "8 Conditions" (see current ESLRs) of the Quaglia Institute.

Supporting Evidence Staff, parent, student My Voice survey results Quaglia principles and conditions Focus group findings

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings

The SDMC reviewed the critical academic needs from the previous WASC over several meetings.

The council met in small work groups of diverse stakeholders and then discussed findings from the group as a whole. From the list of critical needs and areas of focus from the previous WASC visit, the council narrowed the focus to two areas: Achievement Gap/PI and School Culture. It was the decision of the council to consolidate school needs into two succinct action plans.

One specific example of addressing an academic need culminated in the approval of a schoolwide writing assessment that was implemented in 2011. The Write Stuff task force worked and revised the process through several iterations and garnered input from many groups prior to the plan's approval on May 23, 2011.

Supporting Evidence SDMC Minutes March 28 SDMC Minutes May 23

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs? (WASC A3-B)

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school-wide learning results.

Findings

The SUHSD lost two professional development days for the current school year due to the state budget crisis and subsequent reductions. EPC #5 calls for professional development opportunities for staff. English I & II teachers have been trained in Prentice Hall and Read 180, and ELD teachers have completed the AB 472 Instructional Materials Training. English I & II teachers also created district pacing guides. Mathematics teachers will be trained in Direct Interactive Instruction strategies this summer. Science and social studies teachers district-wide are also in the process of developing benchmark exams. Other professional development endeavors include: College Board workshops for Advanced Placement teachers, Special Education trainings and workshops, UC/CSU workshops for counselors, and English/ Social Science and Mathematics/ Science department workshops by Action Learning Systems.

Woodside's Bell Schedule allows for one-hour per week for staff collaboration. The cycle of collaboration includes: department meetings, Collaboration 1 (mini-departments), Collaboration 2 (WASC Focus Groups; inter-department/task force), and staff meetings. The SDMC approves the composition of the Collaboration 2 Groups to ensure a representative departmental and stakeholder participation.

Supporting Evidence SUHSD Professional Development Calendars Conference Form Requests Collaboration 2 Rosters/ Sign-in sheets

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings

A component of EPC #4: Site Administration Instructional Leadership Training includes walk-throughs of classrooms with an ALS instructional coach. A Direct Interactive Instruction template serves as an instrument for identifying professional development needs.

Peer Assistance Review (PAR) provides assistance to teachers who volunteer for the program, as well as to teachers who receive unsatisfactory performance evaluations.

Supporting Evidence Direct Interactive Instruction Template/ Rubric October 6, 2011 Walk-through schedule Peer Assistance Review (PAR)

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.

Findings

The explicit goals of the work with the DAIT provider are to have every student advance one performance level on the CST and CELDT.

The three-year professional development endeavor with the Quaglia Institute is also aimed at boosting student achievement, raising the A-G completion rate, and improving the results on the My Voice perception surveys.

The SDMC reviews all performance and perception data using a cycle of inquiry. Additionally, the SDMC evaluates the effectiveness of our school programs and intervention strategies on an annual basis.

Supporting Evidence DAIT Goals and Objectives, EPCs The 8 Conditions My Voice Perception Surveys SDMC Agendas and Minutes

A5. Leadership and Staff: Additional Findings

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings

The aim and focus of the work with ALS speaks directly to the Achievement Gap; the work with the Quaglia Institute speaks directly to School Culture.

Supporting Evidence EPCs My Voice Surveys To what extent does a qualified staff facilitate the achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development? (WASC A4)

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Findings

Woodside High School's hiring practices are congruent with district policies. WHS is fortunate to continue to attract and retain outstanding, highly qualified professionals.

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Findings

The Instructional Vice Principal works closely with the Assistant Superintendent of Human Resources and the SUHSD Credentialing Analyst to ensure all staff are qualified, per the requirements set forth by the California Teaching Commission and the Federal mandates of No Child Left Behind (NCLB). All current staff members are teaching within their credentialed content area.

Woodside High School and the Sequoia Union High School District (SUHSD) provide support for new teachers in several ways. The SUHSD provides a Teacher Induction Program (TIP) to new teachers, which offers a multi-tiered web of support with new teachers in the center. The TIP coordinators provide classroom management advice and strategies and also help direct new teachers to the appropriate resources. The support network also includes site and district administrators, department chairs, and advisors who mentor the beginning teacher in order to ensure retention and allow new teachers to clear their preliminary credentials.

Departments Chairs (DCs) provide a great deal of assistance and curricular support to teachers within their departments. DCs regularly attend Subject Area Council (SAC) meetings at the district office where they develop curriculum guides and district content standards for members of their respective department. Staff members are also supplied with California Content Standard Brochures in the content areas of English, Social Science, Mathematics, and Science, as well as links to Visual and Performing Arts, Physical Education, English Language Development (ELD), and World Languages. As part of our Literacy Plan (2005), all teachers have access to the English and ELD standards.

Supporting Evidence
Human Relations department
Credential Analyst records
NCLB
Teacher Induction Program (TIP) Handbook
SAC Meeting Minutes

California Content Standard Brochures

Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Findings

The process of establishing teaching assignments for individual teachers occurs through a collaborative effort among administrators, department chairs, and teachers. Our goal is to maximize their areas of strength and expertise within their credentialed fields. Our courses are taught by credentialed and highly-qualified teachers working within their certificated content areas. A recent audit of our staff credentials revealed that 99% of our credentialed teaching staff has completed their CLAD/BCLAD. The remaining 1% of our certificated teaching staff is working with the Assistant Superintendent of Human Resources to meet all district and state requirements.

Supporting Evidence Master Schedule Department Minutes HR Audit

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings Supporting Evidence

All WHS staff has access to current Sequoia District Teachers Association (SDTA) and SUHSD contract language regarding work schedules and employment expectations. The WHS Staff Handbook is available on the school web site and staff is made aware of the website in numerous ways. The WHS Handbook is an important source of information about current school policies, protocols and procedures.

Supporting Evidence Staff Handbook WHS Web Page Has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards? (WASC A8)

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Areas of Strength	Areas of Growth
Embedded in Report	Embedded in Report

Standards-Based Student Learning - Curriculum

To what extent do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the school learning goals? (Through 'standards-based' learning i.e., what is taught and how is it taught, the school learning goals are accomplished) (WASC B1)

Current Educational Research and Thinking

Indicator: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Findings

Current educational research informs curricular planning and instruction in a variety of ways. Woodside has been engaged in a three-year professional development program with Action Learning Systems (ALS), a successful school model based on the most effective strategies used in high-performing schools. ALS focuses on engagement and differentiation strategies to meet the needs of our students including long-term English Language Learners (ELL) and Students With Disabilities (SWD). All core subject departments have engaged in a series of all-day workshops and collaboration sessions. Three annual cohorts of inter-disciplinary teams formed Collaborative Learning Groups (CLGs) comprised of a summer institute and regular meetings through the respective school years.

All students at Woodside High School participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected Schoolwide Learning Results (ESLRs). Woodside High School is fortunate to have a dedicated and well-trained staff to face the many challenges posed by a diverse student population. Teachers utilize differentiated instruction to meet the needs of a diverse student population.

Woodside High School offers a comprehensive, standards-based curriculum. Academic departments have adopted either the California Content Standards or the Sequoia Union High School District Content Standards as the framework for both curriculum and assessment. The use of Data Director has provided Woodside High School decision-makers with valuable and practical information as it relates to teaching standards and their connections to high stakes assessments.

Ninety- seven percent of students attend college after graduating from Woodside High School. The vast majority of courses offered are UC/CSU approved.

Supporting Evidence

Observations (Administration, Coaches)

Action Learning Systems (ALS), Direct Interactive Instruction (DII), students benefit for the following techniques: Think/Pair/Share, A/B partners, equity cards

CPS

ALS Printed Materials Collaboration Minutes

ALS Teacher Training-Attendance Sheets

HR Audit

Examples of student work: CELDT Levels

8 Conditions (ESLRs)

Benchmark data Master Schedule CBEDS Report

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Findings

Woodside High School's Mission Statement: "All Woodside High School students can and will learn."

Woodside High School teachers develop curriculum based upon the California State Standards in order to ensure that all students are learning the appropriate material and achieving the ESLRs. Courses and textbooks adhere to the California Content Standards or the Sequoia Union High School District Content Standards. Pacing guides are used by several core departments to make sure all students receive a standards-based curriculum. Teachers strive to achieve a balance with regard to scope and sequence so that all students meet academic goals. Many departments use common assessments or rubrics in order to ensure that students demonstrate mastery of the academic core standards.

Supporting Evidence
Observations
Teacher syllabi
Lesson Plans
Single Plan for Student Achievement
California State Standards posted in classrooms
Student work posted in classroom
District Standards

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Findings

Woodside High School places equal focus on the implicit and explicit curriculum. Much work has been done in the last decade on the explicit curriculum; all of the core departments have aligned their curricula and assessments to the California Content Standards or the district standards. Today, Woodside High School is continuing these efforts, and is also renewing its focus on fostering genuine connections with the students. Woodside High School is presently working with the Quaglia Institute whose work is based on the Aspirations framework, or the premise that when the "8 Conditions" (ELSRs) are met in students, students have aspirations, and students will consequently achieve academic and social success. Throughout the academic curriculum the following ESLRs are embedded:

Supporting Evidence 8 Conditions (ELSRs)

- Belonging
- Heroes
- Sense of Accomplishment
- Fun and Excitement
- Curiosity and Creativity
- Spirit of Adventure
- Leadership and Responsibility
- Confidence to Take Action 8 Conditions Posters

SEP

Non-Test Assessments Textbooks aligned with CA State Standards My Voice Survey Results

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs).

Findings

Teacher syllabi identify the ESLRs on which the course will focus as well as specific California Content Standards that the course will target. Teachers employ a variety of modalities to inform students and parents of the specific content standards a particular assignment or project addresses. Some teachers post individual standards in their classrooms and present them as "standards of the day." Many teachers attach guidelines of the relevant standards and/or ESLRs to assignment sheets and project descriptions. Analysis of student work revealed a school-wide need to focus on writing skills. As a result the Write Stuff Task Force implemented a school-wide writing assessment in the fall of 2011. In January 2012, the staff met to collaboratively assess the student essays.

The Woodside High School staff is engaged in a Student CELDT Study; each teacher was to review the CELDT and CST data of their students and identify six students whose work they will collect on a monthly basis for review.

Supporting Evidence
Octagon club, Community service, participation in the WASC process
Essays
Benchmark Exams
Tests and quizzes, presentations and debates
Write Stuff Task Force Minutes
School-wide Writing Assignment.
CELDT Study Database

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings.

The school's instructional practices and other activities facilitate access and success for special needs students.

Findings

Curricular programs at Woodside High School are designed to accommodate students with diverse needs and a broad spectrum of skills. The school maintains an open access policy for all of its honors and Advanced Placement course offerings. Woodside High School has focused significant attention on the needs of the long-term English Learner population, as well as the needs of students who qualify for Title I services. Woodside High School has identified 998 students eligible to receive Title 1 services. The SUHSD identifies Title I students as any who are deficient in credits, qualify for Free and Reduced Lunch, have not passed either section of CAHSEE by 11th-grade, or who have scored Far Below Basic (FBB) and Below Basic (BB) on the California Standards Tests (CSTs) in English Language Arts and Mathematics. Students included are those with disabilities, migrant children or Limited English Proficient (LEP) students (English Learners). The school receives additional funding for students meeting this criterion. This amounts to approximately \$200,000 annually.

Courses are offered in a wide variety of disciplines, and efforts are ongoing for integration across curricular lines. The school takes great pride in the development of programs that address the changing needs of all our students in this comprehensive high school.

In addition to the implementation of targeted instructional strategies, Woodside has introduced a number of interventions, support systems, and programs to support the achievement of all students: Freshman English Pods, Academic Mentor Program/ Academic Tutorials, After School Program, Mental Health Counseling, Small Learning Communities (SLC-9, SLC-10), CAHSEE Tutoring, College Counseling, and English and mathematics support classes.

Woodside High School implemented Small Learning Communities (SLC) for 9th- and 10th-graders in the Special Day Class program, as well as for students who had been in the Resource Specialist Program (RSP) with little success and students who had scored FBB and BB on the California Standards Tests (CSTs) for two or more years.

Woodside High School's CST scores in all significant subgroups are static, with the exception of students with disabilities, which increased in 2010 after one year of the implementation of the SLC-9 and SLC-10. Woodside met its growth target for Students with Disabilities in 2009-10 with an increase of 14 percentage points.

Supporting Evidence
Green and BT Academy
AVID
SUHSD Board of Trustees Agendas and Minutes
Title 1 Budget
Pair students-Heterogeneously
SES Tutoring
Access to various levels of courses
Multicultural curriculum
Differentiated Lessons
CST Data Reports

Integration Among Disciplines

Indicator: There is integration among disciplines at the school.

Findings

Collaboration has been the essential ingredient in the school's quest to provide a rigorous, relevant, and coherent standards-based curriculum. Woodside High School continues to create opportunities to engage in collaborative curriculum development and implementation to provide a rigorous, coherent, and relevant academic program.

Teachers and staff collaborate in departments, mini-departments or inter-departmental groups at least three times per month on Wednesday afternoons.

The Business Technology and Green Academies take an integrated approach to all core subjects.

Supporting Evidence

SEP

Collaboration II Groups

SLC

SDMC/SSC Charter

Academies

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Findings

Woodside continues to increase access to core curriculum and the UC/CSU A-G required classes with appropriate monitoring and support by guidance advisors, teachers, and the bilingual resource teacher. Support includes extended time through interventions/supplemental services such as tutorials, support classes, special programs (AVID), use of bilingual instructional associates, and support of guidance counselors to ensure appropriate planning. Parents are provided with appropriate information (English/Spanish) so that they can participate in planning.

The English and Math departments use DataDirector to analyze the District Benchmark Exam results in order to inform which standards/concepts have been mastered and which standards/concepts need to be re-taught.

Data Director allows staff to have access to student information as well as other relevant data; the information drives collaboration meetings and identification of students who need targeted interventions. Most teachers have been trained to use Data Director. In addition, core content teachers meet regularly to review student performance data and to align the diagnostic profile with CSTs. To maintain AMAO accountability, an EL student information database is maintained.

Release time is used to analyze EL student performance data, grades, AMAO test results, writing samples and to provide opportunities for peer observations.

Systematic collaboration of the Bilingual Resource Teacher (BRT) with guidance advisors, department chairs, and teachers ensures appropriate placement and analysis of EL student performance indicators (AMAOs, writing sample, and grades) and mastery of CAHSEE (California High School Exit Exam) skills. The Bilingual Resource Teacher redesignates ELs to FLUENT English Proficiency through on-going monitoring.

Supporting Evidence
Collaboration I groups
Math Dept: Common grading scale, pacing guides, and policies, Benchmark Exams
ELA I & II pacing guides, Benchmark Exams
CELDT Results
CAHSEE Results
SDMC/SSC Minutes

Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Findings

Woodside High School's priority is to create curriculum that forges connections between the students' academic growth and the realities of everyday life. A new quarter course, Life Skills was launched in the Fall of 2011 to all 9th grade students-this course was designed to provide students' with skills necessary for success in high school.

Due to a student-centered approach to the master schedule, 92% of WHS students receive their first choice of elective offerings.

The increased number of AP and honors classes that are offered demonstrates that more and more students are taking part in higher-level course offerings.

Woodside increased access to core curriculum and the UC/CSU A-G required classes with coordinated monitoring and support by guidance advisors, teachers, and the bilingual resource teacher. Support includes extended time through interventions/supplemental services such as tutorials, support classes, special programs (AVID), use of bilingual instructional associates, and support of guidance counselors to ensure appropriate planning.

All 9th-- and 10th -grade students scoring basic or below on the California Standards Test in English and math (predominately comprised of special education, EL, and minority students) are identified and enrolled in intervention programs. These include summer school programs, additional support classes (e.g. English Support/Intensive Intervention, Algebra I Support, and CAHSEE Math/ELA Prep) and tutorials. Criteria for exit from support classes must be met for the class to be removed from a student's schedule. Multiple measures are used for placement. In the spring, we use formative and summative data to determine the effectiveness of our intervention programs. The SDMC/SSC evaluates programs throughout the school year.

Woodside teachers in Math and English have developed curriculum/pacing schedules to foster success of the CAHSEE exam. One-on-one tutorials have been effective at all grade levels, including students with disabilities. Using data results on pre-tests or previously taken CAHSEE exams, students' weak areas are targeted for improvement. Skills needed to pass CAHSEE are integrated into courses through intra- and inter-disciplinary curriculum collaboration including support programs such as special education, reading, MESA/AVID, ELD Support and the Business Technology and Green Academies. Math and English teachers of sophomores have developed supplementary assessments and materials to prepare students for the topics covered on CAHSEE. Multiple measures indicate that writing skills across the curriculum must continue to be improved upon.

Supporting Evidence
EL students mainstreamed
Occupational Therapy classes using I pad technology
Demographic data: students enrolled in intervention course
Differentiated Instruction
SUHSD ELA and Math Pacing Guide
WHS Pacing Guide-ELA

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings

Currently, Woodside High School receives students from over 29 Partner Schools; consequently, students enter with great variance in terms of academic and social preparedness for the rigors of a comprehensive, college-preparatory high school program.

The Woodside staff organizes an array of activities to make the transition to high school as smooth as possible. In the fall, there is a 7th- and 8th- Grade Parent Night comprised of student presentations, information about clubs, displays, and performances by music groups. There are outreach activities with Woodside staff and Partner Schools to discuss curriculum, placement, and the registration process.

The principal meets with parents of eighth graders and offers information about the school, attends neighborhood luncheons, meets with realtor associations as well as a variety of advisory groups.

Throughout the school year, there is an extensive shadowing program for 8th-grade students who want to preview Woodside classes. For each of the past two years, Woodside High School facilitated over 550 shadow visits. The principal also hosted over fifteen parent tours in groups of ten to fifteen, in addition to facilitating special middle school nights in the high school library and performing arts center.

The district also facilitates articulation for English and Math teachers. All ninth graders are assessed in reading and math to verify placement. Counselors contact parents and provide an opportunity to discuss class changes.

The staff participates in articulation meetings with partner schools in the various subject area councils; they and partner teachers agree on the importance of assessment as an additional means to improve teacher recommendations for placement.

Woodside is consistently working with our partner schools to improve articulation and transition of our students. The staff visits partner schools to present our academic courses and elective offerings to students and parents, during school hours and evenings, to ease the transition for families.

Throughout the year staff members meet with each partner school to discuss process and improvements.

The school has adopted the Naviance program to track the success of graduates. All students complete the online survey during the spring of their senior year. Woodside High School is still in the early phases of implementation and hopes that Naviance will be an effective mechanism to track graduates. Informally, the school gathers information through the College and Career Center as graduates return during their college years to speak with staff and current students about their college experiences and preparation. Many student report that the Senior Exhibition Project (SEP) helps prepare them for the rigors of college writing.

Supporting Evidence Articulation with partner schools 7/8th Grade Parent Night
Forever Read
8th grade students participate in Marching Band and Robotics
Shadow Program
Parent Tours
District Articulation Meetings
College and Career Center
Naviance Survey

To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals? (WASC B2)

Variety of Programs — Full Range of Choices

Indicator: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Findings

Woodside High School has a well-defined process for advising students, centered on the development and implementation of a four-year plan for every student. The Guidance Department monitors and adjusts these plans as students move through each grade level.

Woodside Guidance has learned that it is not enough to just provide options for students and that it is necessary to take smaller steps towards goals in order to carry out our school mission that all student can and will learn. Guidance counselors individualize plans for all students, meeting with them as necessary. Acknowledging the diversity of Woodside and celebrating student differences has provided a positive atmosphere that allows all students to focus on meeting their potential.

Woodside High School continues to make great strides in the area of Career Technical Education (CTE). In recent years, Woodside has added the Robotics and Engineering Pathway, the Green Academy, and Digital Media Pathways to its course offerings. Career Tech Education teachers have engaged in significant professional development endeavors. For instance, this past summer, an Engineering teacher was trained under the Project Lead the Way curriculum; our Audio Production teacher was certified in advanced Pro Tools.

Woodside students use Naviance, a comprehensive college and career-planning tool. The students have found their surveys to be accurate and helpful. Woodside regularly hosts representatives from four-year colleges, community colleges, art and culinary academies, and vocational schools.

Students come to the College and Career Center to meet with these representatives and to learn about what the schools can offer them after high school graduation. Woodside also offers UC/CSU-approved CTE courses and as visual and performing arts classes. Students can take Engineering, Robotics, Audio Production, Ceramics, Foods and more.

Woodside High School has offered a host of new classes since 2008. New classes added to our offerings include:

- Robotics and Engineering I & II
- Health Careers
- Audio Production I & II
- AP European History
- World Cinema
- Life Skills
- Anthropology
- Advanced Digital Photography
- Personal Finance (in cooperation with Menlo College)
- Green and Clean Partnership Academy
- Small Learning Community for SDC, RSP, and FBB students
- Mandarin I. II. III
- ELA Intensive Intervention
- Conceptual Chemistry
- Physics (9th graders)
- AP Calculus BC
- Finite Math
- Linear Algebra
- Multivariable Calculus
- Ordinary Differential Equations

Supporting Evidence

College Day

Green and Business Academies

Post-secondary enrollments

Employments rates

Digital Visual Media Arts classes

Course offerings

College and Career Center

CTE Pathways

Team 100

Naviance Survey Information

Student-Parent-Staff Collaboration

Indicator: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Findings

Woodside's articulation with parents begins before the first day of school, during an informational orientation that the principal conducts the week before 9th grade arena check in.

Woodside offers a variety of courses that allows students to pursue a wide-range of career and educational goals. Staff members encourage students to pursue college preparatory classes and work in partnership with parents to ensure academic success.

Woodside High School Programs such as AVID, BUILD, and Academies increase the collaboration among all stakeholders.

Supporting Evidence
4 year plan
Infinite Campus
Open House and Back to School Nights
Mailings
WHS Website
March Into College
Progress reports

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Findings

Woodside High School's Guidance Department plays a key role in ensuring the proper placement of students. The Guidance Department acts as an important resource to students who are struggling academically and/or socially.

Guidance Advisors communicate with students, teachers and parents to monitor the progress of students and their learning goals. If there is consensus that a student needs additional support in order to achieve their goals, the school provides avenues to address the student's needs including: Student Study Team (SST), 504 Plans, and Individualized Educational Plans (IEPs) for special education services.

Woodside uses a formal approach to monitoring and revising personal learning plans. The Guidance Department follows a comprehensive approach of communicating with students, parents, teachers, and administrators to ensure advocacy and support for each student. The time spent making sure students are appropriately placed and supported allows students to meet graduation requirements, take academic risks, and learn perseverance.

Woodside High School has implemented all required Program Improvement intervention programs and strategies. The Woodside master schedule/student schedules reflect intervention programs in English and Math for students who enter high school with skills below grade level. Interventions include additional class time/instructional minutes, tutorials, and other

programmatic interventions. Data reflect that students who receive additional support, tutorials, and interventions do improve skills. Ongoing challenges include finding an effective means to mitigate truancy and to modify unproductive behaviors in students targeted for intervention.

Supporting Evidence
Master schedule
Final grades
Athletic Eligibility
Academy meetings
Intervention Programs
Tutoring
504 Plans
Multiple Measures Database
Department Minutes
EPC s

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Findings

The programs and strategies that Woodside uses to facilitate transition to post high school options are effective. The Guidance Department is comprised of: one full time College and Career Advisor, four full-time counselors, and one part-time counselor. The College and Career Center is complete with current materials and resources. This Guidance staff visits individual classrooms at least once each semester to present grade-level appropriate information. The Guidance counselors meet with their assigned students regularly and create a Four-Year Plan for each student. The College and Career Advisor meets with students and their parents on request, gives presentations in the AVID classes and the Academies to expose students to post high school options, and facilitates college workshops and financial aid presentations. The College and Career Center is open every day, and is rarely empty. Seniors work on applications, personal statements, and scholarship applications.

Woodside High School takes pride in the fact that it continues to earn a CA Similar Schools Ranking of a 9 or 10 (9.7 average over the past three years). The Graduation Rate (four-year), at 94%, far exceeds the district's composite graduation rate of 89%. University of California/California State University A-G completion rates have increased, from just 43% in 2006-07 to 54% in 2009-2010. In 2010-2011, we experienced a decrease of 9% in the number of graduates meeting UC/CSU A-G. This remains one of our short-term goals.

In order to serve a large and diverse community of students, Woodside offers a variety of programs including:

- MESA (Mathematical, Engineering and Science Achievement)
- AVID (Advancement Via Individual Determination)
- Advanced Placement/Honors Courses

- Business Technology Academy and Green academy
- Concurrent Enrollment (Community College)
- Phoenix Program (Attendance and Opportunity- Credit Recovery)
- Special Education (RSP)

Supporting Evidence
College enrollment
Senior survey
A-G Completion Rates
4-Year Plan
Graduation rate
High percentage of students pursuing higher education
Certification from Academies

To what extent are students able to meet all the requirements of graduation for completion of the high school program? (WASC B3)

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Findings

Woodside students have the option of joining the Business Academy or Green Academy. Both Academies promote hands-on, real world experiences. Woodside offers a full range of UC/CSU approved CTE pathway courses as well as visual and performing arts classes. Students can choose to take Engineering-Robotics, Audio Production, Digital Photography, Animation, Ceramics, Foods, Journalism and much more.

Real-world applications are included as part of the curriculum in most classes.

Supporting Evidence
Nuclear chemistry-research
Academies
DVPA Schedule
SEP
Internships
Gene Connection-Science
History Projects
Math Applications
Master Schedule

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all

requirements, including the CAHSEE.

Findings

Woodside High School has the greatest number of seniors who have passed CAHSEE in the District. The school has developed formal processes to ensure that performance data is shared in many forums, including, but not limited to, SDMC/SSC, Department Chair meetings, Principal's Advisory, ELAC, departments, subject-area councils and collaboration meetings.

Staff development and department time have been devoted to reviewing student work and achievement through the use of Data Director. Individual/group performance is monitored through Data Director and indicates that students who receive additional support, tutorials, and interventions do improve skills.

Student achievement data is also collected through the use of the California Department of Education reporting website, Data Quest. Information is disaggregated in a variety of ways, including district, school, sub-group, grade, and subject matter groupings, in order to identify trends and patterns in student achievement.

In order to maintain and sustain high academic standards for all students, Woodside High School continues to offer a full complement of interventions and support systems. In recent history, there was a common belief amongst the staff that "AP students don't need support." Today, Woodside High School offers a full spectrum of support programs, during the school day and beyond, for all students. In January of 2012, Woodside High School submitted a 21st Century grant proposal to the California Department of Education. The results of the application will be known in the spring of 2012.

Supporting Evidence
Pass rate data
a-g completion rate
Attendance data
Rev Prep-CAHSEE
Communications to students and parents
Course offerings
Data Quest Reports
Woodsidehs.org/about
21st Century grant application

Standards-Based Student Learning: Curriculum

Areas of Strength	Areas for Growth
Providing a variety of course offerings, including	Continue to improve effectiveness of support
new CTE pathways and student-driven elective offerings.	programs.
Supporting and faciliting intra and interdisciplinary	Increase students/ parent/ staff collaboration and
collaboration.	engagement with a focus on all subgroups (particularly lower
Increasing the number of support programs that	achieving).
address the achievement gap.	Strive to embed the "8 Conditions" into the curriculum.
Providing strong programs in guidance and the College and Career	Increase the number of students completing A-G
Center.	requirements.
Aligning curriculum with the California Standards	

Standards-Based Student Learning - Instruction

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results? (WASC C1)

Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected school-wide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Findings

The close monitoring of students and analysis of their work is done across the board at Woodside. AVID has been successful in keeping students on track for college and highlighting the Leadership and Sense of Accomplishment conditions. The individual subject departments are deeply committed to following and keeping track of student achievement. Many departments provide students with rubrics for assignments to clarify expectations. All teachers incorporate ALS strategies to help with student engagement. New this year, teachers are using the iKnowSurvey (online) which elicits student feedback about a teacher's impact on their learning. Teachers in all departments are tracking CELDT students to monitor their progress.

In the Math and English departments, the students take periodic benchmark tests to measure student achievement and mastery of learning goals. Based on the results of these assessments, teachers can tailor lessons to re-teach challenging material or to move ahead when material is easily comprehended. The Social Studies and Science departments work closely with the students in their departments in making recommendations on courses to pursue in subsequent years. The World Language Department closely monitors student language acquisition via placement tests and interviews. Students are always aware of the levels of achievement necessary to move to the next level.

Over the past three years, Woodside has developed some exciting new course offerings and structures based on student feedback and student need. These offerings are a direct result of interviews and feedback from students as they assess their learning opportunities at Woodside.

The Green Academy was created in response to student interest in a curriculum more concerned with environmental issues. Woodside modeled the Green Academy structure on its already successful Business Tech Academy. Both of these programs have been very successful in overcoming the achievement gap, which is one of our areas of critical need. The Academies offer many opportunities integrating the Quaglia's "8 Conditions," which have become the new ESLRs.

Students in the Academies work with the same teachers (English, social studies, math/science, and CTE) throughout their three years in the Academy. In addition, all students in these

programs work with mentors during the junior year. Student work and academic progress are constantly monitored by this tight team of teachers. Students are aware of what is expected of them, they are aware of the standards, and the ESLR work is implicit in what they do every day.

Student interest has led to additional course offerings, particularly in the Arts. Woodside now offers

courses such as Guitar Instruction and Audio Production. These courses complement our existing video production and digital photography courses. Woodside has developed a Digital Media Pathway and will be building a Digital Media Center. Woodside also boasts a successful Engineering Pathway. Student and parent interest was also the impetus for opening a section of Mandarin. Additionally, these offerings help students understand and integrate the new ESLRs, especially those related to Belonging, Curiosity & Creativity, Fun & Excitement and Leadership & Responsibility.

Supporting Evidence Collaboration Notes www.qisa.org
Course Description Handbook
Dept Meeting Agendas
Rubrics
CELDT portfolios
On-line surveys
Bench mark tests
Master Schedule
Academy material
Digital Media/Art Department

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Findings

Teachers at Woodside constantly strive to ensure that students are aware of the standards they are working towards in their various classes. As has been the practice for over ten years, teachers include standards information in their syllabi and on their websites. In addition, teachers often post standards in their daily agendas. This enables students to be accountable for what material they are covering on any given day. Woodside has been careful in selecting textbooks that follow the California State Standards. Student textbooks are an additional resource in outlining for students which standards are the focus of a particular lesson. In these three ways, students are constantly aware of which standards are the current focuses.

Though this work around standards has remained relatively constant, Woodside has employed some new strategies school-wide to help students identify learning goals. As mentioned in other sections of this self-study, Woodside has been working with Action Learning Systems (ALS). The entire staff was trained in ALS methodologies. Students are now shown "What (the material to be learned for the day), Why (the relevance of the material), How (the way learning will be assessed)" in their classes. Teachers in the core subject areas also had training on additional ALS methodologies in delivering curriculum in ways to make the material accessible to all students,

regardless of their gifts or challenges as learners. Students are more likely now to see such things as concept mapping, word banks, or other cognitive tools in their classes. As mentioned previously, students have access to grading rubrics as they work on assignments.

On a broader scale, students meet with their counselors as a grade-level group as well as individually to understand graduation requirements and college entrance requirements. New in 2011, the college/career advisor meets with the entire 9th grade class to outline college entrance requirements.

Supporting Evidence
Syllabi as posted on www.woodsidehs.org
Daily Agendas
ALS website
Benchmark tests
AP tests Rubrics
School Planner
AVID Poster (A-G requirements)
College Day

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Findings

Woodside has been focusing on the Achievement Gap (CAN) for several years. Among the many strategies to help all students succeed, Woodside had all teachers go through training with ALS. Core subject teachers were also trained in Direction Interactive Instruction (DII). Many classes are heterogeneous; therefore all teachers must have a wide range of techniques in delivering effective curriculum. For example, teachers offer project menus or a choice of assignments based on ability level, or they provide alternative assessments. Several Collaboration 2 groups are designed to look at and implement best-practice strategies. During classroom observations, evaluators are looking for ways teachers implement the DII strategies.

Over one-third of Woodside Staff is trained as a Collaborative Learning Group cohort. These teachers went through intensive summer training, and then also participated in multiple on-going school year sessions. They have been responsible for reporting back to their respective departments on new techniques and strategies for effective teaching.

To best reach students with varying levels of abilities, Woodside has a wide range of offerings in English and Math. English courses range from Intensive Intervention to Strategic Intervention through the Advanced Standing or AP level. The math department also has courses designed to meet students at their current level, and advance them. Math offers the full spectrum of classes from Algebra Readiness and Algebra Support to Calculus AB/BC and Finite Mathematics. Woodside still has plenty of work ahead to close the achievement gap. Woodside has, however, through all the attention to the practice of effective teaching, made great strides in reducing the number of students who are not successful.

Supporting Evidence
ALS website
CLG Meeting Schedules
Department Meeting Agendas
Course Handbook

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the school-wide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

Findings

Work involving the school ESLRs has seen some dramatic change since our last WASC visit. The senior class of 2011 completed an ESLR portfolio in which they wrote reflective pieces about work they had accumulated over the four years as evidence of the eleven ESLRs. Similar to standards, ESLRs were (and continue to be) included in syllabi or on daily agendas in class. Students were aware that what they were learning was tied to one or more of the identified ESLRs. The 2011 graduates are the last group of students to complete the ESLR project in this form because during the 2010-2011 school year the school community reworked the ESLRs that would guide such a project.

As mentioned in other sections in this self-study, Woodside has worked closely with the Quaglia Institute. This collaboration fostered conversation on campus and in the school community about re-focusing the ESLRs. Beginning with the 2011-2012 school year there are new ESLRs based on the "8 Conditions" for student success. Students will be responsible for explicit curriculum as stated in the California State Standards, and the implicit curriculum, qualities such as leadership, honesty, and heroes are the ESLRs. A new ESLR project/assessment will be generated to help students reflect on their integration of the implicit curriculum. The staff is considering a means to further assess the ESLRs by incorporating the "8 Conditions" more explicitly into the existing school-wide Writing Day.

Students are aware of the 8 Conditions/ESLRs because they are embedded in teacher syllabi, they are discussed in classes, and they are posted in classrooms and printed in student planners.

Supporting Evidence
ESLR portfolios
Course syllabi www.qisa.org
SDMC minutes School planners
8 Conditions Posters
Writing Day prompts

Instruction: Additional Findings

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings

Woodside High School prides itself on providing an academically challenging experience to all students. Whether a student is mastering a third language, taking a college course, or is trying to grasp Algebra 1, Woodside is a place where all students learn. Because Woodside recognizes that students have different challenges, the school offers a wide range of courses, and a wide range of support opportunities to help students succeed. Tutoring at Woodside comes in many forms. There is subject-specific tutoring in all core departments and many teachers are available before school, during brunch and lunch, or after school for class specific tutoring. In the past, Woodside offered an Honors Consortium (for higher achieving students looking to advance in a specialized skill) and the After School Program which focused on at risk students. Unfortunately, due to budget limitations, we are not currently offering these programs. Woodside has been able to maintain Title 1 mentoring. The school submitted a 21st Century grant application that could potentially bring 1.25 million dollars over the next five years for a comprehensive after school program. Students at Woodside know there is always someone available at any level of challenge to help them with their learning needs.

Supporting Evidence Student Agenda calendars www.woodsidehs.org Study Week Schedule Tutorial list

21st Century grant application

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings

Woodside is working hard to address both CANs via its instructional offerings. Obviously there is no single magic bullet for the achievement gap, but the school is employing multiple strategies to reach all students. Woodside is working with Academy structures, high-interest course offerings, improved instructional technique, and tutoring opportunities to help all students find success. Our second CAN, Campus Climate, is also being addressed Academy structures, and high-interest course offerings, as well as a concerted effort at creating extra-curricular activities for all students.

The Leadership classes have been instrumental in creating opportunities and for driving greater student participation. Students feel like they belong and have a vested interest in Woodside High School. They want to be at school because they feel connected to the school community, or perhaps because they are excited about learning the guitar, or collecting items for a school food drive.

Supporting Evidence
SDMC minutes Course Catalog
Student Activities Calendar
Collaboration 2 group: Campus Climate
Principal's student advisory
Leadership activities/calendar

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels? (WASC C2)

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Findings

Woodside High School has a highly qualified core of teachers who are dedicated to the craft of teaching. All staff are considered highly qualified based on the NCLB guidelines. Teachers regularly participate in staff-development opportunities offered on-site, at the district, or through other professional organizations. Annually, for example, Woodside sends AP-certified staff to AP workshops to keep those teachers prepared and updated on test and/or curricular changes.

The teacher-evaluation process has also evolved over the past three years to become more student focused. When evaluators enter the room, they are looking more at what the students are doing, rather than what the teacher is doing. They are looking specifically for student engagement in the learning process.

In the classroom teachers are using high-interest ancillary materials such as pod-casts, current event articles, and other content-specific materials that are timely in their course of study.

On site, Woodside has a Bilingual Resource Teacher (BRT) on 80% assignment who works with staff to train them in the most current and effective methodologies for working with English Language Learners (ELL). The BRT also creates a data-trail for all students who have been identified as ELL, and monitors their progress. This type of data collection allows the Woodside staff to constantly be aware of areas that need improvement, as well as areas that are succeeding.

A new development in the past two years has been the use of collaboration time. Every week Woodside teachers set aside an hour to work together in collaboration groups. Woodside currently has two separate collaboration cohorts. Collaboration 1 time is used for teachers who teach the same subjects to work together on articulation, project ideas, innovative strategies, and curricular development. Collaboration 2 groups are comprised of teachers from a variety of disciplines and some include parents and students, working together on a common school-wide goal. For several years, Woodside has had a "Greenies" group. The "Greenies" work together on school-wide green projects, such a recycling, energy use, etc. Another successful Collaboration Two group is the Language Development Across the Curriculum. This is a group of teachers from a variety of disciplines who want to work on best-practices in language learning and exchange lesson ideas that are applicable across all content areas.

As mentioned in previous sections, Woodside has done extensive training with ALS. All teachers on staff participated in a 90-minute training session, and teachers in core departments

had an additional full day session focusing on DII.

One-third of teachers have been trained to be members of a Collaborative Learning Groups (CLG) cohort. The teachers were trained during a week-long summer session, and have participated in monthly training updates. These teachers, in turn, have been responsible for reporting out to their respective departments on successful lessons and techniques.

Supporting Evidence Professional Development Forms Teacher Evaluations BRT Collaboration 2 agendas ALS professional development CLG cohort

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Findings

Both the Math and English departments use coaches. The coaches are identified as experts in their subject areas, and are trained to assist others with areas of need, specifically related to instructional practices and assessment. Historically this has meant model teaching, observations, or help with curriculum development. Additionally, these coaches work with Data Director to help teachers track and maintain data about their students' performance.

Woodside also has teacher coaches to help with our Infinite Campus student data system. Teachers use Infinite Campus to track attendance, grades, and access student information. There are four teachers on staff who are trained to assist other teachers with their IC questions.

The Bilingual Resource Teacher does coaching work with Woodside staff. The BRT can help design or implement a lesson in any class with ELL students.

Woodside also works extensively with the Stanford School of Education and other local institutions in training new teachers. This relationship becomes a reciprocal training opportunity as the new-teacher candidates can be counted on to share the latest pedagogies with their cooperating teachers.

The Teacher Induction Program (TIP) provides an opportunity for first and second year teachers to clear their preliminary credentials and also provides guidance for new teachers. Each new teacher is assigned a coach and mentor from among the teaching staff.

Woodside teachers have the opportunity to work with Peer Assistance and Review (PAR). PAR is run at the District level. A trained veteran teacher works with any teacher or staff who wishes to have additional feedback on how to improve their practice.

Supporting Evidence

English and Math Department BRT STEP TIP PAR

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Findings

In any given class at Woodside, from Drama to Foods to French, there are examples of student work that is representative of the knowledge they are acquiring in that subject area. There are two school-wide assessments that are more universally illustrative.

One of the best examples of student work is the Senior Exhibition Project (SEP). Each senior picks an appropriate topic and creates an Essential Question in an area of interest. Students do extensive research on the topic during the course of their senior year. The research process includes an experiential component (interview, job shadow, service learning). The students then submit an eight to ten page research paper as a final product. The final essays are read by the entire staff.

A second representative piece of student work is the ESLR portfolio project. The ESLR project was started in 2005. Students had to identify for each class a piece of work or an activity which corresponded to one of the ESLRs. All this work was then collected in a portfolio. Over the four years spent at Woodside, students should have collected a representative piece of work for each of the eleven ESLRs. Annually, the entire staff evaluated the senior portfolios. Though ultimately this project was successful, it was a cumbersome undertaking. This past year, 2011, was the last year the project existed in this format. The ESLR assessment will be revised based on the newly adopted "8 Conditions."

WHS is working on "Woodside Writes." This is a school-wide writing project in which students composed a series of writing prompts for each grade level that staff evaluated in January of 2012.

Supporting Evidence SEP - folders ESLR portfolio examples Woodside Writes

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

Findings

Woodside students are given a wide variety of opportunities to explore the world around them. As mentioned previously, the SEP is an intense undertaking where students are required to interview experts, and to use a wide variety of sources in investigating an Essential Question. Many students also complete a preparatory assignment in their junior year to set the stage for the SEP.

In smaller arenas throughout the Woodside community students are engaged in a wide array of learning experiences that require investigation, reasoning, and demonstration of skills. Examples include labs in science classes, catering events in foods classes, debates in social studies, role-playing in language classes, productions in music and drama, and art-shows in the arts, ceramics, or photography classes.

Supporting Evidence
Senior Exhibition Project booklet
Junior Exhibition Project
Syllabi
Student Events calendar
School Clubs
School and teacher web-sites

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

Findings

Woodside is proud of the way technology is integrated into all classes. There are Smart Boards in all classrooms. There are five dedicated computer labs, six portable cart labs, and countless computers available for student use in individual classrooms.

Woodside staff updates the webpage daily and students and parents can access, syllabi, lessons, homework, and class handouts from individual teacher web-pages. Woodside High School is on both Facebook and Twitter.

What is perhaps more exciting to us at Woodside, however, is the number of courses directly related to digital technology. Woodside has a Digital Media Pathway (CTE). We offer Audio Production, Video Production, Web Design, Digital Photography and Animation. The journalism class produces a digital newspaper, complete with sound and video bites.

Students in math classes use calculators, java applets, videos, and other software applications. In science, students use a variety of technology from microscopes to motion detector tools. In both math and science teachers use Class Performance Systems to generate instant digital quizzes or questionnaires. In the Green Academy CTE course, students are working with GPS units. In the Business Academy, students have three years of business-related computer technology/software training.

In short, students have a vast array of possibilities and opportunities for using and becoming proficient in digital technology.

Supporting Evidence Course Handbook Technology Plan woodsidehs.org Woodside World online

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings

As mentioned in early sections, the SEP requires students to use a variety of sources in researching the essential question.

The library is fully equipped with a wide range of multi-media resources and subscribes to a variety of on-line data banks. Students have access to this material on a daily basis.

Woodside uses Smart Board technology to stream web content ranging from language learning pod-cast to the latest Brian Greene installment on PBS.

Woodside offers CTE courses that use math and technology to access, critique, and produce media in multiple digital formats. Journalism students investigate and communicate issues in the school community while making use of collaborative Google documents, emerging online media tools (Prezis, Digital Publishing, Digital art submission), audio podcasts, and video pieces. Audio Production, Film Critique, and Animation are all part of the Digital Pathway and are courses that are based on beyond-the-textbook type learning.

Students at Woodside participate annually in the Millard Fillmore Trivia Hunt which involves all multi-media sources.

Supporting Evidence
SEP materials WHS
Library
Course Handbook
Technology Inventory
School & Teacher websites
Syllabi
Millard Fillmore

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Findings

There are many opportunities for Woodside students to continue their education beyond the classroom. Both Academies at Woodside offer field trips, mentoring programs that include visits on the job site. Some students participate in internships and the Green Academy has an outdoor teaching station in the garden. When they work in the garden, they are using math, science, and English skills on projects. Students in the Green Academy have started a small farmer's market on campus to promote healthy food choices, as well as to provide business experience. The Green Academy is also currently working with the local transit authorities on a multiple year project called "Safe Routes to School." The students are interviewing and surveying how their peers get to school and working with San Mateo County in improving access and safety for students.

Students get additional business world training via the BUILD program at Woodside. BUILD is based on an entrepreneurial business model: students design and implement their own business plan, seek funding, and open a business.

For several years, Woodside Robotics has been an effective partnership with local businesses, parents, and the school. Students work with engineers from NASA to design a robot that can accomplish specific tasks. The Robotics team participates in a series of competitions throughout California.

The Social Studies Department provides a real-world experience by working with county election officials to train students be poll workers on election day,

The Language department has hosted students from French high schools three times over the past six years. Additionally, the Language Department works hard to get students overseas to experience first-hand the cultures, whether it be through school-sponsored tours or on individual family home- stays or service trips through organizations such as Amigos.

Various clubs such s the Octagon Club and Invisible Children also promote off-campus activities such as community service or activism.

Supporting Evidence
Green Academy
Academy Field Trips
BUILD Robotis
Student Poll Worker list and materials
FACES French student hosting
Octagon Club
Invisible Children
Leadership class
Safe School Ambassadors

C2. Instruction: Additional Findings

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings

BOSA, Leadership, KLEAR, AVID, and Safe School Ambassadors are all groups or classes on campus that fit into this criterion about instruction, yet were difficult to mention in previous prompts. Students who participate in these groups truly represent the full spectrum of the student population. Also, students in these groups are all having educational experiences that are beyond the traditional curriculum. For example, students in Leadership are doing literacy work with primary schools as well as trying to book a site for the Junior/Senior Prom while staying within a budget. Leadership works on fostering school spirit. Students who participate in Safe Schools Ambassadors receive conflict-resolution training and design anti-bullying videos for the whole school.

Supporting Evidence Student Activities Calendar Student Planner Club Day School Climate Committee

Standards-Based Student Learning: Instruction

Areas of Strength	Areas for Growth
Getting feedback from and engaging in dialogue with	Implement student engagement strategies across
students.	the curriculum and beyond core subjects.
Using websites and integrating technology.	Increase opportunities for real world connections.
Making real world connections.	Re-evaluate use academic of coaches.

Standards-Based Student Learning - Assessment and Accountability

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? (WASC D1)

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Findings

In the last six years, there has been significant improvement in the collection and analysis of data. Student achievement data are collected through a variety of state, CDE, district and site sources. The Director of Assessment and Evaluation at the district office prepares report for each site.

Information is disaggregated in a variety of ways, including patterns of student achievement. To

analyze the school's academic performance over the target years of 2003 to present, the Academic Performance Index (API), results from the CST and Adequate Yearly Progress (AYP) percent proficient, were used as primary data sources.

Teachers complete an early progress report, quarter grades, a warning progress report and a semester grades for a total of 8 grade reports in a year. These reports are sent home and available in real time on our student information system, Infinite Campus.

The Single Plan for Student Achievement (SPSA) provides an excellent overview of data, including CST, CAHSEE, CELDT, AP, and enrollment data. The SPSA also contains district, site and individual department goals. Woodside High School submits the plan annually to the Board of Trustees and district administration for review. Each year members of the school staff present the SPSA at a public board meeting and address the questions and concerns of the district leadership.

Woodside has institutionalized processes to ensure that performance data is shared in many forums, including, but not limited to, SDMC/SSC, Staff & Department Chair meetings, Parent Advisory, The Communicat (school newsletter sent to all staff and parents), ELAC, department, IEP meetings, subject area council, and collaboration meetings. Web-based tools (school website, Infinite Campus, Data Director) also allow data to be widely shared. Staff development and department time regularly devote time to reviewing student work and achievement. The student leadership class reviews data periodically and discusses strategies to increase student engagement and buy-in (particularly for the CSTs). The school board conducts data review sessions at open meetings.

Supporting Evidence
Data review
Sample CST reports/presentations
SDMC/SSC minutes
4 grade reports per semester
Single Plan for Student Achievement (Site Plan)
Power point presentation to the board
Copies of the Communicat

Infinite Campus-current grades, transcripts, report cards, progress reports, benchmark results triennial testing and annual reporting to parents in SPED School web site

Basis for Determination of Performance Levels

Indicator: The school has determined the basis upon which students' grades and their growth and performance level are determined and uses that information to strengthen high achievement of all students.

Findings

Students are assessed using the framework of a standards driven curriculum. Students' grades are based upon the criteria determined by individual teachers. Each course syllabus has grading criteria and is distributed to students for review. Most teachers post this information on the school web site. The department chairs and individual departments have engaged in discussions

about how grades are weighted, with particular attention to homework. The school administration prepares reports each year for department chairs and departments to analyze student grades and discuss their findings.

Progress and growth are also assessed in numerous individual and school-wide projects. The SEP measures students' improvement through a several drafts of writing. Our new pilot project, "Woodside Writes," will be assessed annually by the staff to determine areas of strength and improvement in the area of composition. The collection and reporting of CELDT students' work produces discussion of expected performance at each level.

Data Director is used to monitor individual/group performance and review demographic data. Benchmark exams are administered in many classes and the results are used to reinforce deficient skills. District-wide benchmark tests in English and math allow for performance comparisons within the school and throughout the district. During pre-school staff development days, teachers are given time and training to review their class rosters in Data Director. Data Director allows staff to have access to EL student information as well as other data; these data drive collaboration meetings and identification of students who need targeted interventions. Release time is used to analyze EL student performance data, grades, AMAO test results, writing samples and to provide opportunities for peer coaching. In addition, in 2010-11 all core departments participated in Action Learning Systems training with an emphasis in addressing the needs of second language students. Teachers were given access to students' CELDT scores and given strategies for the various levels of English proficiency.

Multiple measures are used to assess student placement in A.P., EL and intervention classes. The measures include SDRT, CST and CELDT scores, as well as teacher recommendations and grades.

In addition, ELA and math coaches facilitate the implementation of CAHSEE prep specific curriculum embedded in core content courses.

Woodside goes to great lengths to ensure that staff and students are informed and understand current performance levels. Departments regularly review their CST data and create and revise curriculum based on their analysis. Teachers evaluate assessment methods to ensure mastery of the curriculum. Lead teachers for various subjects are identified to prepare CST prep curriculum and share it with colleagues. Prior to taking the CST tests each year, students are given a snapshot of their previous performance and targets for growth. This year, teachers in several departments are piloting an incentive program that allows for an improved grade based on CST performance. The IVP's office ensures that both teachers and students understand where they stand and what needs to be done to reach their improvement targets.

All non-proficient 9th and 10th grade students (as well as students who have not passed CAHSEE) are identified and enrolled in intervention programs. These include summer school programs, support classes, tutorials, etc. Students must meet performance criteria in order to exit from a support class. As part of Program Improvement, Woodside is implementing Intensive and Strategic Intervention courses in 2011-12.

Supporting Evidence

Course descriptions

Department practices

Student snapshot

CST reports

ALS training materials

Master schedule - support classes

SEP

Woodside Writes prompts CELDT folders - dept.

Tutorials

Read 180, System 44, 3-D (Intensive Intervention) curriculum Grade minimums for advancement in math/science/world lang.

AVID. A.P. and other programs grade requirements

Dept. common practices about grade percentages (e.g. hmwk) in math/social studies

Objectives for SPED based on performance levels

Appropriate Assessment Strategies

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Findings

WHS teachers employ a variety of methods to evaluate student attainment of the academic content standards and skills and correct placement in support, mainstream, and advanced classes. There has been a concerted effort to create both summative and formative common assessments in collaborative groups. ALS training has focused on formative assessments. Some groups and departments use Data Director for benchmark exams while others have collaborated on final assessments. The most common forms of assessment are: standardized exams, analytical essays, lab reports, presentations, collaborative group work, individual projects, objective tests, on demand writing and portfolios. On demand writing is required in most disciplines and part of all English and social studies final exams.

Many AP classes administer practice exams. The English department has a long tradition of collaboratively assessing these exams and other departments have done this as well.

Many English teachers keep writing folders to evaluate student progress. This provides an opportunity for students and teachers to reflect on their growth and development as writers.

Seniors are expected to write an acceptable draft of their final Senior Exhibition Project (SEP) in order to participate in graduation. The SEP team oversees the writing and revision of at least three drafts of the paper. Student work is assessed collaboratively.

Departments use diverse indicators for curriculum embedded assessments such as on-line and electronic quizzes, kick-off problems, learning logs, exit tickets and CPS clickers. World Language teachers employ listening, speaking and writing assessments to determine whether students are ready for the next level. The physical education department conducts fitness testing

in the fitness center and on the track (e.g. mile run).
Supporting Evidence
Teacher Evidence folders SEP
folders and booklet
ALS training materials
Quarterly benchmarks in English I, English II Algebra I
Writing folders
Read 180
Scholastic Reading Inventory
Department assessments
AP practice exams
Writing Portfolios/ CELDT evidence

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected school-wide learning results, including those with special needs.

Findings

Woodside teachers and staff have worked hard to align curriculum to the standards. All textbook adoptions and courses are aligned to course content standards. There is some cross-curricular standards work in the SEP and "Woodside Writes" projects. Teachers use a variety of methods and students produce many different types of work to demonstrate mastery of content standards.

Examples range from essays to labs, exit tickets, learning logs, artistic projects, and self-directed study.

Woodside High School staff conducted a review of CELDT students in 2011-12 following ALS training for core departments in the spring of 2011. Each teacher selected a total of 6 students at 3 different CELDT levels and was issued a folder to collect samples of the students' work. Collaboration time was allocated to discuss and assess student levels and progress.

Woodside High School's CST scores in all special education are trending upwards; in 2010, Woodside experienced API gains of 14 for students with disabilities. The largest gains since 2005 have been in the Hispanic/Latino subgroup with a growth of 122 points and in the Socioeconomically Disadvantaged (SED) subgroup with growth of 122 points. The English Learner subgroup API results have increased 57 points since 2005. The White/Non-Hispanic subgroup has consistently scored above the other subgroups as well as the State target of 800 points.

ELD teachers meet to review student performance data and to align the diagnostic profile with ELD CSTs. To maintain AMAO accountability, an EL student information database is maintained. The special education department completes triennial evaluations of their students and holds annual IEP meetings. Students reflect on their achievement of school-wide learning results annually and participated in a school-wide writing evaluation in 2011-12. Students took the My Voice survey for the first time in 2010-11. The survey measures the ESLRs and will be given annually. The SDMC in collaboration with school instructional leadership is exploring additional ways to assess student ESLR achievement.

Supporting Evidence
Teacher Evidence Folders
Course syllabi
What, Why, How
CELDT review and student work folders
CST results
My Voice survey assessing the 8 Conditions/ELSRs

Assessment and Accountability: Additional Findings

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?

Findings

After the 2005 self-study, Woodside took to heart the need to collect and use data in meaningful ways. Initially the school collected its own data using Edusoft, but now has embraced Data Director at both the site and district level. With our Shared Decision-Making Council and collaboration schedule Woodside has devoted the time and resources to evaluating programs, curriculum and student progress. From department chairs to academic coaches, from the bilingual resource teacher to collaboration group facilitators, the administration has helped create the structure and support required to develop teacher leaders. Through this leadership, all levels of student performance are assessed and evaluated. Students and parents are involved through the SDMC/SSC, task forces, advisory groups and student leadership classes. It is the intent of the school to continue and strengthen these structures and processes with the help of the Quaglia Institute and Aspirations team.

Supporting Evidence Collaboration schedule Dept. chair, collaboration and SDMC agendas Quaglia materials CST score review in departments

Prompt: Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.

Findings

Woodside High School's short term goals focus on improvements in proficiency rates on the CSTs, CELDT, and CAHSEE exams, and also identifies goals in the UC/CSU a-g completion rates, grade point averages for freshmen, and school spirit. All of these goals are directly related to our identified critical areas of need: Achievement Gap/Program Improvement and School Culture. Each year the SDMC evaluates the short term goals with data.

Supporting Evidence Short term goals SDMC minutes

To what extent do teachers employ a variety of strategies to evaluate student learning? (WASC D2-A)

Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Findings

Both the English and math departments have academic coaches who facilitate benchmark tests. The results of those tests are disseminated to the departments and curriculum is adjusted accordingly.

In an academic year, three to four benchmarks are administered in English I, English II and Algebra I classes. These results are uploaded to the District's data network (Data Director), along with the benchmarks given at the other three comprehensive high schools in the District. These results are then compared District-wide and between the schools relative to the standards, grade level, and English Learner (CELDT) level. These results are further disseminated to the English and Math Coaches from the District office, and discussed on site, comparing school sites to each other, and analyzing growth within the school and across the District. The coaches then disaggregate the results by teacher for discussion among the respective teachers on site. In collaboration, the teachers then analyze the student data with the dual goals of using the information to guide future instruction, as well as to remediate current skills that were not satisfactory.

Next year, as per the district LEA plan, science and social studies are scheduled to implement formative benchmark exams in specific disciplines.

Systematic collaboration of the Bilingual Resource Teacher (BRT) with guidance advisors, department chairs, and teachers ensures appropriate placement and analysis of EL student performance indicators (AMAOs, writing samples, grades) and mastery of CAHSEE skills. The BRT continues to re-designate ELs to Fluent English Proficiency.

Supporting Evidence Academic Coaches Benchmark tests Algebra I data LEA plan Data Director reports

To what extent do students and teachers use assessment results to enhance the educational progress of every student? (WASC D2-B)

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected school-wide learning results.

Findings

The students' annual reflection on the achievement of Expected School-wide Learning Results provided feedback to staff about the extent to which ESLRs were being addressed. Students were required to complete an ESLR reflection in each class and compile the reflections into a portfolio that was assessed their senior year. New ESLRs were adopted in the spring of 2011. Both the SDMC and Aspirations Team have analyzed the results of the first My Voice survey given in the spring of 2011 and shared them with the staff. The Quaglia Institute has compiled focus group themes and survey findings to share with the school.

The Instructional Vice Principal interviews students regularly about their experiences with CST, CAHSEE, CELDT, AP and other general classroom experiences.

Special education students and their IEP teams set goals based on evaluation of their own progress. The progress is measured with students and evaluated quarterly.

Students are represented on the SDMC/SSC where CST and other data are reviewed. The flow of communication to and from SDMC goes through the student leadership classes where the students discuss student progress. The student advisory to the principal also participates in this cycle. The principal's student advisory group is comprised of students who are not part of the formal school leadership. School goals are revised and approved using data from these groups.

Action Learning Systems (ALS) has provided training on the "What, Why, How" method of communicating and measuring lesson plan objectives and achievement of content standards. Teachers use this method to monitor and assess student progress using various methods and student feedback to ascertain achievement of standards. ALS is providing additional training and clarification for the core department in early 2012.

Supporting Evidence
ESLR portfolio documents
SEP reflection letters
My Voice survey results - SDMC and Aspirations Team
Quaglia findings - focus group and survey analysis
IEP goals
Student members of SDMC/SSC and advisory
Leadership class discussions
What, Why, How
ALS training

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings

Woodside has used data to make decisions related to teaching and learning. The school has implemented many programs based on student needs. One of the most recent examples is ALearn. In the summer of 2011, approximately forty students participated in an ALearn pilot.

The ALearn program is designed for students who took Algebra I in 8th- grade and earned grades of D, C, or in the low B range and scored Basic or Below Basic on their 7th- grade CSTs. It has been our experience that these students do not do well if they are placed directly into Geometry. ALearn is designed to bolster students' mastery of Algebra so that they can be placed in Geometry during their freshman year with confidence and hopes to mitigate the number of Ds and Fs in 9th grade geometry classes.

Support classes in English and math, as well as the Small Learning Communities in special education and the Green Academy have been implemented as a result of assessment of student interest and need.

Benchmark tests in English and math are used as formative assessments.

Woodside continues to work with Action Learning Systems (ALS) to provide professional development and curricular support based on the needs of students. ALS has provided help to teachers to implement targeted instructional strategies in the following areas: reading comprehension, writing skills, student engagement, differentiated instruction and higher order thinking skills. ALS also evaluated the instructional programs in 2006-2007 and made various suggestions based on their analysis of our data and observations. Woodside has implemented several new programs based on the ALS study and review of other data: Freshman English Pods, Academic Mentor Program/Academic Tutorials, Small Learning Communities, CAHSEE tutoring, Junior Teams and Honors Consortium (the last two were discontinued in 2011-12 due to scheduling and budget constraints). Currently, Woodside is collaborating with ALS for its DAIT work and as a result, added intensive intervention programs in the 2011-12 school year.

Supporting Evidence
ALearn materials
SLC - collaboration
ALS professional development
Tutorial enrollment
Program descriptions
Teacher Evidence Folders
ALS - What, Why, How Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected school-wide learning results.

Findings

All students participate in required end of term assessments for each class. In addition, there are subject specific assessments given throughout the semester to assess students' progress towards meeting both content and skills standards.

Woodside has continued to refine its Senior Exhibition Project (SEP) since its inception in 2000. For each step of the project, the SEP teachers (12th- grade English and social studies) meet to determine instruction and assessment. All elements have a rubric that is shared with the students

and used to calibrate assessment. The collaborative effort has proven useful to determine skills that require reinforcement in individual students and debrief areas of common strength and weakness. The English and social studies departments have used this information to scaffold skills for grades 9-11 as well. The final SEP papers are read by the entire staff.

Woodside piloted its school-wide writing prompt and assessment in 2011-12. A choice of prompts was given to all students in grades 9-11 on September 9, 2011. The collaborative assessment and results will be used to focus on writing needs throughout the curriculum.

Members of the English, math and science departments continue to use Data Director to analyze benchmark data to inform their teaching. Each department uses their intradepartmental collaboration time to review results and devise curriculum and teaching strategies based on the results. The English and math departments have had academic coaches to facilitate this work.

Students create a 4-year plan with their guidance advisor and meet annually to review the plan and schedule classes.

In the spring of 2004, Woodside High School implemented a school-wide ESLR assessment. Each year students completed ESLR reflections for each class. These reflections were compiled in individual student portfolios. The seniors' portfolios were assessed using a common rubric by all staff during a spring collaboration meeting. The completion of the ESLR assessment is noted on students' transcripts. With the adoption of the new ESLRs in 2011, the school will work on a new assessment. The Quaglia My Voice survey continues to be an excellent tool for monitoring student progress as the "8 Conditions that it measures correspond to Woodside's new ESLRs.

Supporting Evidence
ESLR assessment rubric and guidelines
My Voice surveys
Write Stuff proposal and writing assessment
SEP booklet, meeting agendas
Guidance plans

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results? (WASC D3)

Assessment and Monitoring Process

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Findings

The flow of information between the board, the district, the school and other stakeholders has improved since the previous self-study and greater efforts have been made to understand and respond to the data since the previous self-study. The district office sends student performance

data to the sites that compare school, district and state results. The district resource teachers have become instrumental in this process. They create reports that are disseminated to the sites through Subject Area Councils and the Principal and Instructional Vice-Principal. The Instructional Vice-Principal further disaggregates the data for review by department chairs, departments, and SDMC. The SDMC, a representative body of students, staff, parents and community, reviews and analyzes the data, and report findings that are included in the Single Plan for Student Achievement (SPSA). The SPSA is then presented annually by the principal, IVP and other staff to the school board where the board asks questions and gives feedback to the site.

Students and parents have access to student grades (progress, quarter, and semester) and attendance on Infinite Campus, our current student information system for real time accountability. Many teachers also keep updated grade books on IC. The system is relatively new and not all parents have access to the Internet, so while there is room for improvement, the information is available. The Woodside website is also a valuable source of information as it is mandatory for all teachers to maintain a web page and post homework. Unlike IC, the website is available to all so tutors and others can access homework assignments.

Students are given snapshots of their performance with explanations of the data and target growth. Before the recent change in ESLRs, students ESLR reflections were graded and returned with an exceptional, satisfactory, or unsatisfactory grade. The final ESLR portfolios are returned to seniors and marked on their transcripts as satisfactory or unsatisfactory.

Student performance data is also reviewed with parents at Title I meetings (held semi-annually) and in parent advisory groups. The Bilingual Resource Teacher (BRT) works with students and parents to explain assessment data. Special Education teachers are in regular contact with parents regarding student progress and adhere to the annual IEP process. The Woodside High School website is updated regularly with all performance data.

Supporting Evidence
District reports (AYP, API, CELDT, CAHSEE)
Board presentation
SDMC minutes
Title I meeting agendas
IEP calendar
Teacher web pages
Infinite Campus
Sample student snapshot
ESLR reflection and rubrics

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Findings

The process of collecting, analyzing and sharing student performance data is institutionalized at Woodside High School. Data reports are distributed, disaggregated, analyzed and shared annually as part of the school governance process. The SDMC and department chairs review data and report to their respective constituents. Minutes from the SDMC data analysis are distributed school-wide and available on the school website. School goals are revised as a result of data analysis. For example, a goal for freshman success was added to the 2010-11 school year's short term goals. The school presents the SPSA to the board each year with a summary of significant findings. Formal grades are posted four times per year and many teachers also post progress grades four times per year. The school website provides transparency with school-wide (standards, ESLRs) and individual class (course objectives and homework) information. Parents and students can view grades, attendance and behavior reports on Infinite Campus.

Surveys indicate that most of the staff (79%) are aware of school goals. Fewer of the students report knowing the goals, though efforts are being made to increase awareness and make connections to the newly adopted ESLRs.

Supporting Evidence

SDMC minutes
Board presentation of SPSA
Short term goals
Woodside High School website- all data reports available
Infinite campus Survey analysis ESLR posters
Green paper progress reports

D3 and D4. Assessment and Accountability: Additional Findings

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?

Findings

From examining additional evidence it is clear that while great strides have been made with respect to gathering, analyzing, reporting and responding to data, Woodside needs to continue with and strengthen its institutionalized processes for this work. The SDMC is a good example of a representative group relies on parent representatives to be the conduit to their stakeholders. The school will be working with Action Learning Systems (ALS) as its DAIT facilitator to address the needs dictated by its program improvement status. During SDMC meetings, staff, parents and students analyzed the results of the My Voice surveys and reviewed Quaglia findings.

Supporting Evidence DAIT plan My Voice Survey

Prompt: Comment on the degree to which these criteria impact the school's addressing of one or

more of the identified critical academic needs.

Findings

The use of data to drive instruction has become standard operating procedure at Woodside. Professional development around literacy and standards has been a significant response to the critical academic needs of both EL and mainstream students. The analysis of subgroups for various API/AYP data has led to targeted instruction and support through support classes, online resources (e.g. Revolution Prep) targeted tutorials, purchase of laptop lab purchase (Title I labs) and professional development related to closing the achievement gap. Resources have been targeted for college counseling and mental health to support achievement of educational goals for all students.

Supporting Evidence
Professional development
Support classes
CAHSEE tutorials
College counseling services Mental health support data
Revolution Prep

To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources? (WASC D4)

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Findings

The annual review process of student outcomes (grades, test scores, API, AYP) as outlined previously has yielded many results. Some of the changes include the addition of student support programs (Small Learning Communities, Title I Mentoring, Green Academy, Team Ascent), targeted professional development (Action Learning Systems), and revision of school goals and priorities (freshman success goal, middle student issue/concern form). Woodside uses a Cycle of Inquire model for many program and data reviews. The SDMC used the model to analyze the My Voice survey. Many intervention and support classes have resulted from this model as well.

The SDMC/SSC conducts periodic evaluations of school programs that are or have been funded with Site Council monies. Representatives of the groups involved present their assessments at SDMC meetings. Prior to all state monies being labeled Tier 3 in 2009-10, Site Council funds were distributed according to evaluation of programs. Some examples of program evaluation that resulted in funding support include: the SEP, AVID, the Student Study Team and individual courses.

Supporting Evidence SDMC/SSC minutes

Budget for support programs
Program funding requests/SSC allocations
Program evaluations.
Department based tutorials:
Math, Science English/Social Studies

Standards-Based Student Learning: Assessment and Accountability

Areas of Strength	Areas for Growth
SDMC/ SSC analysis of goals, data and programs	Continue to facilitate and improve department use
and institutionalized process of data collection,	of data to inform instruction.
analysis and reporting.	Increase direct communication with students/ parents.
Use of data to target instruction, support and staff	Promote and support more widespread use of
development.	Infinite Campus - new student information system.
Use of Quaglia to address student voice.	Continue to seek greater parent participation in
Collaborative assessments: ESLR portfolios (until	Title I meetings and services provided.
2011-12). SEP, interdisciplinary writing assessment.	

Standards-Based Student Learning - School Culture and Support for Student Personal Growth and Academic Growth

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E1)

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Findings

The process of introducing parents to the Woodside High School community often begins with 8th-Grade Informational Night, and then continues with an offering of approximately fifteen, three-hour tours with the principal, vice principal, and sometimes the head guidance counselor.

Woodside also hosts a "High School 101" evening for all new parents one-week prior to the first day of school. Parents have several potential "touchstones" for involvement. Some of these opportunities include:

Drama Boosters, Athletic Boosters, Music Boosters, PTSA, Foundation, and the English Learner Advisory Council. The principal meets once per month with a Parent Advisory group which is comprised of the presidents of the respective parent organizations: Drama, Athletic, and Music Boosters, as well as the president of the Foundation. Furthermore, under the PTSA, each "class" has a parent group that raises funds specifically for graduation night activities.

Woodside also hosts Title I Parent Evenings during which the staff highlights how to read a transcript, high school graduation requirements, and how to access support or assistance. Last

year, Woodside hosted a parent night specifically for English Learners. Approximately 40% of Woodside's 400 EL students came to the event.

The Woodside High School website offers a great deal of useful information to parents, and parents may also access students information through Infinite Campus (IC). The PTSA emails a Weekly Bulletin every Sunday evening, and this contains useful information and announcements to the community. The Weekly Bulletin also contains photos from the previous week's events in an effort to enthuse and inspire the parent community to get involved. The Video Production class also creates the daily announcements. The class creates fun, creative videos to communicate announcements, achievements, and reminders to all students.

The Freshman Compass program hosts an informational evening for parents in an effort to orient them to Woodside and to the expectations of the school. The ALearn program, which offers an overview of Algebra I so that students may be placed in Geometry with confidence during their freshmen year, also hosts an informational night for parents in which college requirements and the A-G requirements are emphasized.

The PTSA also funds the monthly Communicat, which contains an abundance of useful information for parents. This publication is translated into Spanish.

Supporting Evidence
High School 101 Power Point
www.woodsidehs.org/parenttours
Parent Advisory Agendas
Title I Power Point
Title I Parent Night Agendas and Workshops
PTSA Weekly Bulletins
www.woodsidehs.org
Infinite Campus
The Daily Announcements
Compass Program parent Night Power Point and materials
ALearn Parent Information Night Power Point
Communicat (monthly)

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Findings

The two California Partnership Academies, the Business Technology Academy and the Green Academy, have mentorships as a requisite part of the academic program. During their junior years, students are paired with an industry mentor.

There are many examples of community members coming to Woodside to speak to students about careers, fields of study, community service, and programs. The Octagon Club hosts many guest speakers who inform students about community service opportunities and public service in

general.

The Library hosts many authors in an effort to provide opportunities for students to engage with texts in more meaningful ways. The AVID program also brings in college students and community members to work with students and to provide specific tutoring.

Many teachers welcome guest speakers into their classrooms, and the Robotics Team 100 has been highly effective in attracting parent and community mentors.

Supporting Evidence
Business Technology Academy
Green Academy
Robotics Team 100
SEP Interviews

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co curricular program.

Findings

The school communicates its annual goals to the parent community through the monthly Communicat, the Weekly Bulletin, the website, and letters. The administration has also communicated an overview of the work with the Quaglia Institute and the "8 Conditions."

Teacher syllabi, which are posted on each teacher's web page, communicate the academic expectations for each course of study. The syllabi also communicate the primary ESLRs of each class.

The College and Career Center hosts a Junior/Senior Awards Night to recognize the curricular and co-curricular achievements of students, and also recognizes college scholarships and grants awarded to our graduating seniors.

The "Unsung Hero" awards, hosted every spring, recognize students, teachers, parents, and community members who have made significant contributions to the school community. All of the recipients have demonstrated strengths in several of the "8 Conditions."

Supporting Evidence
PTSA Weekly Bulletin www.woodsidehs.org
Teacher Syllabi (see teacher web pages)
Junior/ Senior Award Night
Unsung Hero Awards

E1. School Culture and Student Support: Additional Findings

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings

The My Voice Surveys provide feedback on the overall culture of the school as it relates to the "8 Conditions."

The School Climate Task Force is also focused on ameliorating the culture of the school by discussing ways to mitigate unproductive and inappropriate behaviors on campus.

The Safe School Ambassador Program is comprised of a cohort of forty-to-fifty students in each grade who are trained to intervene when they witness instances of bullying and other forms of harassment. The KLEAR program (Kids Learning Empathy and Respect) provides a three evening series of workshops for students who have been identified as exhibiting bullying behaviors or who have used hateful language. The parents of the students are required to attend for the entirety of the six-hour program.

Supporting Evidence My Voice Surveys School Climate Task Force Safe School Ambassadors KLEAR Program

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings

Involving, engaging, and educating parents as to how they can get involved in their student's education has and will continue to be a school-wide focus. If parents are engaged, then it is likely that their students will progress, which speaks to the critical academic need of the Achievement Gap.

To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement? (WASC E2)

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

Findings

Woodside High School maintains clear expectations for school behavior as outlined in the behavior policy. The Administrative Vice-Principals (AVPs) visit classrooms each year to review expectations and the School-wide Behavior Policy with students. Both students and parents are expected to sign the policy.

The AVPs also coordinate several earthquake and fire drills throughout the school year.

The administration meets regularly with the fire and police departments to debrief the drills. The administrative team (Principal, Instructional Vice-Principal, two AVPs) and three campus aides work together to ensure students are safe and complying with school rules. In addition, the science department annually reviews safety procedures specific to their curriculum and materials.

Students can be referred to KLEAR (Kids Learning Empathy and Respect) as an alternative to a regular discipline referral. This alternative is used frequently by teachers and administration. There are also other Alternative to Suspension (ATS) options, including an agreement to attend and engage in counseling. Numerous student groups support a safe, clean and orderly school: the Student Leadership classes, Students offering Support (SOS) Safe School Ambassadors, Get it Right Get it Tight Club. Involvement in clubs and sports helps integrate different groups on campus.

The campus is clean, particularly in classrooms. Woodside has a strong recycling program. Students are involved in the recycling program through the Greenies task force and the LIF (Limited Intellectual Functioning) class.

After lunch and brunch at times there are issues with trash being left by students. The staff is working on ways to address this. In addition, there are certain hot spots (e.g. lunch line) where some students feel harassed. The campus aides are stationed strategically to help remedy the situation.

Supporting Evidence
School behavior policy handbook Emergency clipboards/safety plan
KLEAR documents
Safe School Ambassadors material
SOS materials - conflict mediation, freshman transition
Greenies task force

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Findings

Woodside has introduced a number of interventions, support systems and programs to support the achievement of all students. Some of these programs include:

Students Offering Support (SOS), Freshman English Pods, Academic Mentor Program/Academic Tutorials, After School Tutoring, Mental Health Counseling, Small Learning Communities (SLC-9, SLC-10), CAHSEE Tutoring and College Counseling. Students and staff have produced podcasts and videos with anti-bullying, environmental, and other positive culture and climate public service announcements. The Gay Straight Alliance has facilitated many events to promote awareness. The school participates in The Invisible Children and Sojourn to the Past projects. These programs provide experiences beyond the classroom and deal with child

soldiers in Uganda and the American Civil Rights Movement respectively.

The staff has also organized a variety of activities to make the transition to high school of 8th-graders as smooth as possible. The principal meets with parents and community groups on a regular basis. There is an extensive shadowing program for 8th-graders throughout the school year. Last year WHS hosted over 550 shadows and fifteen parent tours (groups of ten or more parents).

Woodside also runs a Compass program in the summer for incoming 8th-graders. The program is aimed at students who may need extra help with the transition to high school. There are also 8th-grade transition meetings for students in the special education program.

Ninth graders have an assembly to welcome them to Woodside within the first two weeks of school. Once students arrive on campus they participate in an SOS Freshman Transition Program in their social studies classes. The lessons are given by a group of peer leaders who have had extensive training through the school's SOS program.

The Guidance staff has been instrumental in its support of student success. The impact of a reduction from five to four guidance advisors in the current year remains unknown.

Supporting Evidence Woodside Website descriptions of programs Documents/flyers describing various programs Shadow binder SOS curriculum Compass Program

Atmosphere of Trust, Respect and Professionalism Indicator: The school has an atmosphere of trust, respect and professionalism.

Findings

The Shared Decision-Making Council (SDMC) facilitates the identification of consistent practices to support student success and promote a positive campus climate for students and staff. Staff meetings have been devoted to reviewing policies such as the Academic Integrity Policy, Infinite Campus, dress code, tardy policy, and other school-wide practices, including the use of MLA format, the practice of Cornell note-taking, and Silent Sustained Reading.

In the last four years, there has been an emphasis on the clarification of expectations for professional comportment. This emphasis has resulted in several positive changes in the following areas: Special education (redesign), staff evaluations, teaching assignments, athletics, and professional development strategies and commitments. In the 2010-11 school year ground rules and meeting protocols were reviewed and standardized. The "8 Conditions" of Quaglia that the school adopted as its ELSRs can also be applied to staff for creating a professional environment. Survey results suggest an overall feeling of respect and belonging, but there is always room to improve in this area.

Supporting Evidence My Voice surveys SDMC agendas/minutes Ground rules Special education redesign

E2. School Culture and Student Support: Additional Findings

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings

Much work has been done about the explicit curriculum in the last ten years. WHS is continuing these efforts, but is renewing its focus on the implicit curriculum and the fostering of genuine connections among staff and students. Woodside High School is presently working with the Quaglia Institute. The work is based on the Aspirations framework, or the premise that when the "8 Conditions" are met, students will have aspirations, and will achieve academic and social success.

Supporting Evidence Quaglia materials

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings

Many strides have been made in the area of consistent practices. Staff and students have internalized both academic and behavioral expectations. Several departments also have developed consistent practices for department specific work. Woodside High School will continue evaluating consistent practices and ensuring new staff understands expectations.

Supporting Evidence School and department consistent practices Student planner

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success? (WASC E3)

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Findings

Students at Woodside have access to a full menu of support services. Woodside has a full time bi-lingual health-aide on campus who can assist students with getting necessary health-support.

Woodside also has mental-health counseling available, and can offer both group and individual

services. Currently, Woodside has four full-time and one part-time guidance counselor who support students with course scheduling, four-year academic planning, and who can help them with referrals for other counseling needs. Woodside also has a full-time College and Career Advisor. Peer tutoring is available, as well as peer directed conflict mediation. Teachers are available outside of class time for tutoring and academic support.

Woodside starts much of its support work for students before they arrive in high-school. Counselors visit 8th-grade classes in our feeder schools. There is a popular 8th- grade shadowing program so students can see what high school is like before enrolling.

The Freshman Transition Program provides a student-taught curriculum to help 9th graders bridge into high-school life. Freshmen also participate in a Life Skills curriculum the first quarter of the school year.

KLEAR is another resource for students who may be experiencing some social/behavior issues. KLEAR is a six-hour evening program. It consists of three two-hour workshops that a student attends with his/her parent or guardian. The program deals with issues like anger management, tolerance, respect, and appropriate responses.

During the day at school, Woodside has the SSA (Safe School Ambassadors). These students are trained to be allies for students facing bullying or teasing or exclusion.

Supporting Evidence Guidance staffing Internship Program with Notre Dame (CAT) Mental Health Services schedule Peer Tutoring Training Conflict Mediation Training Individual teacher web-sites Tutoring List SOS Life Skills Curriculum Compass Program 8th Grade Parent Night Arena check-in **KLEAR SSA** March into College College Day - Senior Seminars

Direct Connections

Indicator: The school has direct connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services or referral services.

Findings

Woodside has an effective referral protocol in place to best serve its student population.

When a teacher or staff member notices a behavior change or academic issue with a student, the teacher may begin a Student Study Team (SST) referral. Information is then collected from the counselor and other teachers who work with the student about attendance, performance, and behaviors. The collection of such data is vital in determining which services are most appropriate to assist the student in question.

The BRT tracks ELL students at Woodside and is able to place them in additional services as appropriate, whether it is on-site tutoring, on -site counseling or off-campus resources.

Woodside has a GATE coordinator and a GATE task force to assist in the monitoring of higher achieving students. The GATE teams works to ensure there are appropriate tutoring venues for these students as well as enrichment opportunities.

Supporting Evidence SST BRT GATE

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Findings

Woodside teachers have been trained in DII by ALS to increase student engagement in all courses. Individual teachers also recognize the need for further one-on-one work with certain students and thus offer office hours so that students with additional needs can have the time they need with their teachers.

During study week, all teachers are available for additional student assistance as they prepare for final projects and exams.

Student progress is tracked and all teachers have access to student test scores and grades via Infinite Campus. This resource allows teachers to identify students who may have greater needs on their class rosters.

All teachers are notified of students with special needs on their rosters, whether they receive RSP services or have a 504-plan. Teachers provide regular progress reports for these students and are often present at IEP sessions. There is a well established teacher/student feed-back loop.

Students who participate in the MESA/AVID program at Woodside are also identified to teachers via Infinite Campus. These students also receive regular progress reports from teachers to monitor progress.

Supporting Evidence
Strategies
CELDT portfolios
Infinite Campus
Teacher Web-sites
Study Week schedules
IEP schedules
AVID

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Findings

Data Director

Woodside provides a wide range of learning opportunities for its diverse population. Woodside provides detailed student data to all teachers so they can tailor lessons to, or provide appropriate interventions for, the particular needs of their students, whether they be in Special Ed, or ELL, or GATE.

Special Ed teachers solicit information from the mainstream teachers working with their students on a regular basis. This type of dialogue between teachers is vital for providing appropriate services to students with special needs.

Students who are identified as EL are monitored by the BRT. Teachers have been extensively trained in EL teaching methodologies, and lessons are designed to be effective for this population.

As mentioned in previous section, there are a variety of tutoring opportunities for all segments of the Woodside student population. There is Title 1 tutoring, MESA/AVID tutoring, subject-specific tutoring, and general tutoring. In past years, there was tutoring for at risk students and for GATE students.

Supporting Evidence Infinite Campus Tutoring schedules Honors Consortium BRT schedule

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected school-wide learning results.

Findings

To participate in any extra-curricular school activities, students must maintain at 2.0 GPA. In addition, no student is allowed to participate in extra-curricular activities if they have outstanding detentions or fines. To promote wide participation for all students, students are provided with ample tutoring opportunities to improve academically. Some coaches require team tutorials to maintain student GPA and many require weekly progress reports from teachers. To further emphasize the importance of scholarship and activity participation, awards are given every year to student athletes.

Supporting Evidence Athletics rules Tutoring schedules No Privileges List Sports Awards BOSA

To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community? (WASC E4)

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Findings

One of Woodside's Critical Areas of Need is the achievement gap. The number of students completing the A-G requirements must increase.

We are offering more support classes to students who are not at grade level in math and reading so that they can access A-G courses during their time in high school (Read 180, ALearn).

For students who are enrolled in A-G courses, Woodside strives to make the curriculum relevant and high interest to maintain enrollment. Tools such as tutoring and Infinite Campus are used to keep students aware of their grades and resources available to succeed.

Woodside has built courses into the schedule, especially in math, to enable students to re-take classes when they were not succeeding. Math has also created a summer program to help students who are ready to challenge themselves. Woodside offered four Math acceleration sections in the summer of 2011 (three sections only in 2010). The goal is for the acceleration program to grow.

For students who are musically advanced, Woodside offers the Jazz Band, which meets daily at 7

am.

Students at Woodside are able to take certain courses that are not available on our campus (advanced math, Astronomy) at a nearby community college.

The Woodside Foundation helps pay for additional sections in high need areas like 9th-grade English and Algebra to allow for smaller class sizes.

Supporting Evidence
Master schedule Infinite Campus
Teacher web-sites Tutoring schedule
Canada College concurrent enrollment
ROP
Summer School Schedule

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings

The principal has a student advisory committee with whom he meets regularly to discuss student involvement and student affairs. In addition, Student Leadership often serves in an advisory role. Students in Leadership serve on the SDMC and participate in the Collaboration 2 groups to provide input and opinions about matters that affect the school. Students also completed an anonymous My Voice survey.

On a smaller scale, the AVID program keeps a record of student activities each whether it is community service, a club, or a sport. The Academies also monitor students' participation in community service.

Supporting Evidence
Leadership
SDMC
Principal's student advisory board
My Voice survey
AVID
Octagon Club
Collaboration 2 (students on committees)
Business & Green Academies

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Findings

The school added a second section of Leadership class to further involve students and capture

student voice. The Quaglia institute has conducted student focus groups to validate and add perspective to the My Voice surveys. The Aspirations Team is working to encourage staff to conduct the IKnow surveys with their individual classes. These surveys give teachers a snapshot of student perceptions in their individual classes.

Supporting Evidence Focus group results iKnow My Class surveys

School Culture and Support for Student Personal and Academic Growth

Areas of Strength	Areas for Growth
Adoption of "8 Conditions" as ESLR's.	Continue to increase student voice on campus.
Implementation of mental health support for students.	Increase student participation in co-curricular activities.
Reduction in the number of suspensions and	Mitigate the amount of trash, abusive language,
expulsions from 2010 to present.	bullying and harassment on campus.



WHS Robotics and Engineering Team 100

School-wide Site and Demographic Data

TEACHERS

The staff of Woodside High School is committed, dedicated, and professional. The faculty, administration and classified employees are actively involved in improving the quality of education for all students. Of the 110 certificated staff members, 100% meet the federal guidelines for being highly qualified in their respective fields. Fifty-two percent of the faculty have Master's Degrees or higher. Teachers continue their professional development by consistently attending conferences, workshops and continuing education programs to meet and anticipate the needs of all students.

Ninety-nine percent of WHS teachers hold CLAD or BCLAD (Bilingual, Cultural, Language, Acquisition and Development) certification. Classified and administrative staff members are integral to the successful operation of the school and support of the educational mission. While the staff has yet to reflect the ethnic makeup of the student population, a concerted effort has been made to broaden employee diversity with some degree of success as evidenced by the increased numbers of Spanish speaking staff members.

TEACHER CREDENTIALS

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest webpage at dq.cde.ca.gov/data quest.

Figure 4.7.1 Teacher Credentials

WHS Teachers	2013-14	2014-15	2015-16
With full credential	100%	100%	100%
Without full credential	0	0	0
Teaching outside subject area of competence	0	0	0

CORE ACADEMIC CLASSES TAUGHT BY NO CHILD LEFT BEHIND COMPLIANT TEACHERS

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at www.cde.ca.gov/ nclb/sr/tq.

All Woodside faculty members are highly qualified in their subject areas.

Percent of Classes In Core Academic Subjects, 2015-2016

Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non- NCLB Compliant Teachers
Woodside High	100%	0
All Schools in District	99%	2

PROFESSIONAL DEVELOPMENT

WHS staff collaborates on a weekly basis, every Wednesday afternoon. Our teachers are constantly open to improving their skills.

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

All Staff PD Days

- August: CCSS Literacy and Subject-Area Work
- October: Equity Cards/Student Demographics and Common Core Strategies

Common Core Professional Development

- CCSS Literacy Standards
- Standards for Mathematical Practice (Numeracy)
- NGSS Cross-Cutting Concepts and Engineering Practices

Direct Interactive Instruction (Research-based instructional strategies)

- All teachers trained with coaching cycle (new hires and 2nd year induction teachers)
- Electives teachers to be trained 2016

Currently includes: objectives, lesson sequence, student engagement, proactive classroom management

Common Core Cohorts: 17 cohorts participating in the pilot year (56 teachers)

The Work (over the course of a year)

- Attend a short PD session on group dynamics and observation etiquette
- Observe teachers at another site (instructional round)
- Devise an Instructional question
- Participate in activities such as implementing strategies, lesson studies, curriculum development, and analyzing student work

After School Seminars (4:15-5:45)

- 29 planned for first semester
- Another 26 for second semester
- 18 teacher leaders facilitating sessions

Strands (2-4 different seminars with the same theme)

- Teacher Wellness
- CCSS Literacy Modules (From August)
- Numeracy
- NGSS (Science)
- Instructional Technology
- Classroom Management
- Accessing Common Core Skills and Standards

TIPS and PAR

TIPS (Teacher Induction Partnership for Success)

- 63 participants this year (31 from Ravenswood [partner K-8 district] and 32 from Sequoia)
- 1st workshop brought all teachers together at MA
- 12 mentors coaching teachers (9 from Ravenswood and 3 from Sequoia)
- Santa Cruz New Teacher Center partnership for tools and mentor training

PAR

- 35 participants, mostly volunteers
- 2 coaches at .4 each meet for one-on-one PD with teachers

Teacher Leadership:

PD Academy

- 13 of 15 Completed the academy in 14-15
- All 13 presented in June and/or in August
- To date- 23 have completed the academy
- PD Academy Number III starts in January

Instructional Rounds

Teachers observe classes at another school site and see courses in their subject area as well as other subject areas. Facilitators lead groups through classrooms and help with the discussion and debrief

Digital Educator Certification

The SUHSD Digital Educator program is an eight (8) module Professional Development opportunity. During each module participants will learn about digital tools and how to meaningfully infuse the tools into existing curriculum, create lesson plans that incorporate the use of the tools to transform learning, and submit samples of student work.

Co-Teaching PD

Professional Development offered by Gen Ed and SPED teachers and coaches. There is an opportunity for coaches to observe teams and provide feedback.

Summary of Survey Data:

For the All-Staff professional development days, 80-85% of teachers thought that the days were valuable and would impact classroom practice. Teachers thought that time to collaborate with colleagues on curriculum was the most valuable part of the days, as well as greater knowledge about students and providing equity for them in the classroom. Teachers evaluated Direct Interactive Instruction as valuable at a rate of 90-95%. Instructional Rounds receive the highest ratings ever given to a professional development experience (98% thought it was valuable). The areas for growth in PD from evaluation data include a desire for more examples for some subject areas, differentiating some activities for different interests and experience levels, and food options.



STUDENT ENROLLMENT BY GROUP

In the spring of 2007, Woodside High School was designated as a Title I school. WHS currently identifies approximately 698 students eligible to receive Title 1 services. The SUHSD identifies Title I students as any who are deficient in credits, qualify for Free and Reduced Lunch and students included are those with disabilities, migrant children or limited English proficient students (English Learners). The percentage of students who qualify for the Free and Reduced School Lunch Program has increased steadily over the last six years from 40% in 2007-08 to 58% in 2015. Currently we have 42% of our students receiving FRSLP.

Woodside High School's enrollment demographics have changed in recent years. The population of Hispanic students has risen steadily; in 2005-06, Hispanic students comprised 44% of Woodside's total population, and in the current school year, Hispanic students comprise 54% of the total population.

Percent of Total Enrollment

Ethnicity	2013-14	2014-15	2015-16
African American	3%	3%	2%
Asian American	2%	3%	4%
Hispanic	59%	56%	54%
Pacific Islander	3%	3%	1%
White	29%	32%	35%
Two or more races	4%	4%	4%

WHS Programs	2013-14	2014-15	2015-16
Socioeconomically disadvantaged	58%	59%	53%
English Learners	20%	22%	19%
Students with disabilities	20%	17%	16%

ENROLLMENT

Woodside High School's enrollment is increasing after three years of declining enrollment.

School Enrollments by Grade

WHS Enrollment	2013-14	2014-15	2015-16
Grade 9	461	455	465
Grade 10	462	445	446
Grade 11	416	419	420
Grade 12	346	394	405
TOTAL	1685	1713	1736

AVERAGE CLASS SIZE AND CLASS SIZE DISTRIBUTION

WHS, in partnership with the WHS Foundation is able to significantly reduce the class size of the following core content areas: Average Class Size, 2015-2016

English I - 22	USH - 28
English II - 26	Algebra I - 25
Algebra II - 28	AS/AP courses - 26



SPECIAL EDUCATION ENROLLMENT FIGURES

Woodside High School has fourteen special education specialists who provide services to over 220 students. WHS educational specialists have been co-teaching with general education teachers for the past four years in math, science, social science, and English. The SUHSD and WHS staff has embraced co-teaching models, thus becoming an inclusive entity.

- The transition from 2 ILS classrooms to 3 has been challenging. We have noticed that there are increasing numbers of students with greater need (more medically fragile students for example).
- We have transitioned from outside therapeutic support for our STARS classes to a full time therapist hired by the district and working solely with our site. The therapist's primary responsibility is to support students in the STARS program, but she will also serve other students on campus as well.

Special Education Enrollment Figures October, 2015-2016

SPED	9th grade	10th grade	11th grade	12th grade	Totals
Mild/Mod	46	43	39	41	169
ILS	7	5	5	16	33
STARS	1	4	2	4	11
Speech	0	1	0	1	2
					210

Special Education Enrollment Figures October, 2014-2015

SPED	9th grade	10th grade	11th grade	12th grade	Totals
Mild/Mod	46	46	48	37	177
ILS	6	5	6	9	26
STARS	0	3	4	4	11
Speech	1	2	1	0	4
					218

Special Education Enrollment Figures October, 2013-2014

SPED	9th grade	10th grade	11th grade	12th grade	Totals
Mild/Mod	52	52	46	39	189
ILS	5	5	6	1	17
STARS	5	2	4	4	15
Speech	1	0	1	0	2
					223

COURSES FOR UNIVERSITY OF CALIFORNIA AND/OR CALIFORNIA STATE UNIVERSITY ADMISSION

UC/CSU COURSES

97% of 2015 WHS graduates attend colleges and universities; 46% attend 4-year colleges/ Universities and 51% attend 2-year colleges.

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the DataQuest Web page at dq.cde.ca.gov/dataquest.

All WHS students are enrolled in college preparatory core content classes, unless they are eligible for Intervention courses

WHS a-g Completion Rates-Comparison	2012-2013	2013-14	2014-15
CA-ALL	39.4%	42.0%	TBD
SUHSD-ALL	55.5%	61.2%	65.1%
WHS-ALL	52.8%	52.6%	60.2%

SATI

0 1 40			
Grade 12	2044 2042	2042 2042	2040 2044
Enrollment	2011-2012	2012-2013	2013-2014
WHS	448	409	313
CA	493,947	496,859	296,908
% Seniors Tested			
WHS	55%	55%	50%
CA	47%	46%	46%
Average Critical			
Reading			
WHS	514	516	494
CA	491	492	506
Average Math			
WHS	531	525	507
CA	510	508	506
Average Writing			
WHS	520	521	503
CA	491	489	489

SUSPENSION/EXPULSION

WHS High School has a progressive discipline program based upon school board policy and the California Education Code. WHS High School's disciplinary program establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Consequences for behavioral problems may include detention, mental health counseling, conflict mediation, KLEAR, parent meetings, suspension, expulsion, alternative placement, and possible involvement of the school resource officer. The number of suspensions and expulsions has been decreasing since 2011 and is on track to continue to decline in the current school year. The numerous interventions and support services the school offers contribute to this encouraging trend.

2015-2016: 1st Semester- EXPULSION SUMMARY

Data until January 31, 2016

Total # of Expulsions: 1

Grade	Enrollment #	# of Expulsions	% of Total Expulsions (1) out of Total # Enrolled (1737)
9th	462	1	0.00%
10th	448	0	0%
11th	421	0*	0%
12th	406	0	0%
Total	1737	1	0.00%
			* Two 11th grade students pending hearing and/or board approval

2015-2016: 1st Semester- SUSPENSION SUMMARY

Data until January 31, 2016

Total # of Suspensions: 74

Grad e	Enrollme nt#	# of Suspensio ns	% out of Total # of Suspensio ns (74)	% of Total Suspensio ns (74) out of Total # Enrolled (1737)	# of Students with more than 1 Suspensio n	# of Individua 1 Students Suspende d	% out of Total # of Individua 1 Students Suspende d (57)	% of Total Individual s Suspende d (57) out of Total # Enrolled (1737)
9th	462	25	33.78%	1.44%	5	19	33.33%	0.01%
10th	448	25	33.78%	1.44%	4	21	36.84%	0.01%
11th	421	14	18.92%	0.01%	3	9	15.79%	0.01%
12th	406	10	13.52%	0.01%	1	8	14.04%	0%
Total	1737	74	100.00%	2.90%	13	57	100.00%	0.03%

2014-2015: EXPULSION SUMMARY

Total # of Expulsions: 12

Grade	Enrollment #	# of Expulsions	% of Total Expulsions (12) out of Total # Enrolled (1712)
9th	455	5	0.29%
10th	446	5	0.29%
11th	418	2	0.12%
12th	393	0	0%
Total	1712	12	0.70%

2014-2015: SUSPENSION SUMMARY

Total # of Suspensions: 166

								% of Total
				% of Total			% out of	Individuals
				Suspensions	# of		Total # of	Suspended
			% out of	(166) out of	Students	# of	Individual	(103) out
			Total # of	Total #	with more	Individual	Students	of Total #
	Enrollment	# of	Suspensions	Enrolled	than 1	Students	Suspended	Enrolled
Grade	#	Suspensions	(166)	(1712)	Suspension	Suspended	(103)	(1712)
9th	455	61	36.75%	3.56%	15	38	36.89%	2.22%
10th	446	51	30.72%	2.98%	9	26	25.24%	1.52%
11th	418	32	19.28%	1.87%	7	23	22.33%	1.34%
12th	393	22	13.25%	1.29%	4	16	15.53%	0.93%
Total	1712	166	100.00%	9.70%	35	103	100.00%	6.02%

2013-2014 - EXPULSION SUMMARY

Total # of Expulsions: 8

Grade	Enrollment #	# of Expulsions	% of Total Expulsions (12) out of Total # Enrolled (1712)
9th	461	3	0.18%
10th	462	3	0.18%
11th	415	1	0.06%
12th	344	1	0.06%
Total	1682	8	0.48%

2013-2014: SUSPENSION SUMMARY

Total # of Suspensions: 205

Grade	Enrollment #	# of Suspensions	% out of Total # of Suspensions (205)	% of Total Suspensions (205) out of Total # Enrolled (1682)	# of Students with more than 1 Suspension	# of Individual Students Suspended	% out of Total # of Individual Students Suspended (145)	% of Total Individuals Suspended (145) out of Total # Enrolled (1682)
9th	461	58	28.29%	3.45%	13	37	25.52%	2.20%
10th	462	75	36.59%	4.46%	14	55	37.93%	3.27%
11th	415	53	25.85%	3.15%	10	35	24.14%	2.08%
12th	344	19	9.27%	1.13%	1	18	12.41%	1.07%
Total	1682	205	100.00%	12.19%	38	145	100.00%	8.62%

ENGLISH LEARNERS

The Bilingual Resource Teacher (BRT) position was switched to a Bilingual Resource Counselor (BRC) to better assist with students' needs. The BRC works with all English Learners and students who were reclassified within the last 2 years, as well as counseling a caseload of newcomers and randomly assigned students in grades 9-12.

The BRC is responsible for administering initial and annual CELDT testing, assessing student class placement, completing the counselor portion of student registrations, reclassifying students and following up with reclassified students. The BRC explains the criteria for reclassification to all English Learners, and holds a celebration for each group of newly reclassified students.

As a comprehensive program, the BRC works in conjunction with students, parents, teachers and instructional associates to provide comprehensive services. The BRC schedules parent/teacher meetings, coordinates parent ELAC (English Learner Advisory Committee) and Title I meetings, and works with teachers and instructional associates to ensure students have access to the curriculum. As a counselor, the BRC also provides academic, social-emotional, and career/college counseling for students.

From 2006-07 to 2014-15, Woodside High School's total population of English Learners has decreased from 440 to 295. Fifty-nine EL students are served in our ELD program. All students in our ELD I and II (and some in ELD III) classes receive content area LEP classes. Approximately 200 of our EL students have been in US schools for five or more years and are in English Support classes if they are reading below grade-level. Since 2010-11, Woodside has heterogeneously grouped its long-term EL students. In addition, each core department has received training on best practices for EL students. Woodside has implemented a consistent standards-based ELD instruction based on SBE approved curriculum, diagnostics, assessment according to the program described in District Program Improvement LEA Plan. The Milestones curriculum has been implemented with trained staff. The Annual Measurable Achievement Objectives, or AMAO (percent of students making annual progress in learning English), are measured on such exams as CELDT, GMRT, etc. according to AYP regulations.

Infinite Campus allows access to student data regarding progress of English learners on these exams. The data is being used to target English learners who need appropriate interventions.

The district has provided training for all site administrators in understanding the AMAO targets, results and annual goals; opportunities for all teachers of ELs to acquire proper state authorization; ongoing annual training for all ELD teachers using the Milestones curriculumhasn't happened this year- hopefully the district will have it next year.

The staff are working together to improve EL student achievement through teacher collaboration on ELD standards-based instruction. ELD teachers use the Milestones Diagnostic assessment to confirm placement. English and social studies teachers collaborate to prepare English learners for common research and writing projects. All teachers of English learners review grades, credit, placement, and share best practices and literacy strategies. The district is in the process of creating new ELD curriculum and participates in ongoing

collaboration among staff using ELL data.

To enhance articulation based on common assessments and consistent SBE approved ELD program, teachers of English learners are using grade appropriate Milestones curriculum and assessments as well as Prentice Hall benchmarks and curriculum. Support classes provide ELD instruction in addition to ELA. Science teachers have developed common assessments with modified language for ELs.

Woodside increases long-term English learner access to core curriculum and A-G UC required classes with heterogeneous grouping and appropriate monitoring and support by guidance advisors and the bilingual resource counselor. Support includes extended time through interventions/supplemental services such as tutorials, support classes, special programs (AVID), use of bilingual instructional associates, support of guidance advisors to assure appropriate planning. Parents are provided with appropriate information (English/Spanish) so that they can assist with planning.



Sequoia Union High School District **English Language Learner (EL) Enrollment** (As of 10/1 Each Year) Ea 2015-Menl st TRA Carlm Sequ Wood Pa Redw **Groups** Enroll ont **Ather** oia side ood CE ment ton Alt **District** All Students **LEP** *New comers (<= 1 year) *EL (>1 to < 6 years) *Long Term EL (>= 6 years) **RFEP** Grade 9th Graders 10th Graders 11th Graders 12th Graders **Elementary District Belmont-Redwood Shores Las Lomitas Menlo Park Portola Valley** Ravenswood **Redwood City** San Carlos Woodside Elementary Unknown

Note: * is LEP identified date as

of 12/7/15

CELDT

The percentage of WHS students meeting annual growth targets and percentage of students reclassified has been consistently higher than that of the district. The majority of WHS students perform at the Intermediate and Early Advanced performance level on the CELDT Exam. Beginning in 2010-11, Woodside has heterogeneously grouped its long-term EL students and continues to do so, with students able to select a wide breadth of courses, including elective and advanced courses with positive results. Newcomers with overall CELDT scores from 1-3 are able to opt for ELA and LEP content courses, as well as the full gamut of electives. Through data analysis, the district is currently in the process of assessing further strategies to support newcomers and long-term English Learners who have not met their growth targets.

Woodside High School, 2014-2015 CELDT Results

Performance	0	10	44	40	T-4-1
Level	9	10	11	12	Total
Advanced	4 (5.0%)	6 (8.0%)	2 (3.0%)	12 (21.0%)	24 (9.0%)
Early Advanced	29 (39.0%)	33 (42.0%)	35 (53.0%)	24 (41.0%)	121 (44.0%)
Intermediate	24 (32.0%)	28 (35.0%)	17 (26.0%)	9 (16.0%)	78 (28.0%)
Early Intermediate	11 (15.0%)	8 (10.0%)	4 (6.0%)	6 (10.0%)	29 (10.0%)
Beginning	7 (9.0%)	4 (5.0%)	8 (12.0%)	7 (12.0%)	26 (9.0%)
					278
Number Tested	75 (100.0%)	79 (100.0%)	66 (100.0%)	58 (100.0%)	(100.0%)

Woodside High School, 2013-2014 CELDT Results

Performance Level	9	10	11	12	Total
Advanced	7 (8.0%)	6 (8.0%)	11 (13.0%)	9 (15.0%)	33 (11.0%)
Early Advanced	26 (30.0%)	18 (23.0%)	39 (47.0%)	26 (43.0%)	109 (35.0%)
Intermediate	44 (50.0%)	42 (53.0%)	20 (24.0%)	17 (28.0%)	123 (40.0%)
Early Intermediate	8 (9.0%)	4 (5.0%)	7 (8.0%)	3 (5.0%)	22 (7.0%)
Beginning	3 (3.0%)	10 (13.0%)	6 (7.0%)	5 (8.0%)	24 (8.0%)
Number Tested	88 (100.0%)	80 (100.0%)	83 (100.0%)	60 (100.0%)	311 (100.0%)

Woodside High School, 2012-2013 CELDT Results

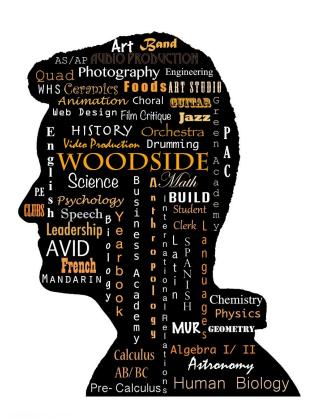
Performance Level	9	10	11	12	Total
Advanced	3 (3.0%)	4 (4.0%)	7 (9.0%)	7 (11.0%)	21 (6.0%)
Early Advanced	30 (35.0%)	44 (45.0%)	33 (42.0%)	34 (56.0%)	141 (44.0%)
Intermediate	34 (40.0%)	33 (34.0%)	26 (33.0%)	12 (20.0%)	105 (32.0%)
Early Intermediate	11 (13.0%)	12 (12.0%)	3 (4.0%)	5 (8.0%)	31 (10.0%)
Beginning	8 (9.0%)	5 (5.0%)	10 (13.0%)	3 (5.0%)	26 (8.0%)
Number Tested	86 (100.0%)	98 (100.0%)	79 (100.0%)	61 (100.0%)	324 (100.0%)

ATTENDANCE

Attendance is a priority at WHS School as it is critical to academic achievement. The school's attendance clerk and AVP monitors student attendance daily and reports excessive unexcused absences to designated authorities such as Student Study Teams (SSTs), parents, counselors, and outside agencies.

ADA – Period Attendance Percentage

2013-2014	2014-2015	2015-2016
		Data until 12/19/2015
91.1%	91.2%	93.2%



Advanced Placement

Woodside High School offers a variety of Advanced Placement (AP) and Honors courses. WHS staff encourages students to enroll in AP and honors courses. All students enrolled in AP course sit for the respective AP exam. 66.6% of our students score a "3" or higher on all AP exams. The number of students enrolled in AP courses has risen over the past five years.

With more than 97% of students going on to college following graduation, Woodside offers a full range of advanced placement (AP) classes that meet admissions requirements for all top universities. Along with its strong "a-g" college preparatory focus, Woodside welcomes and supports all students in fulfilling their maximum potential. We encourage all students enrolled in an AP class to take the respective AP Examination. One of Woodside's challenges is to increase the number of ethnically underrepresented students in honors and AP classes.

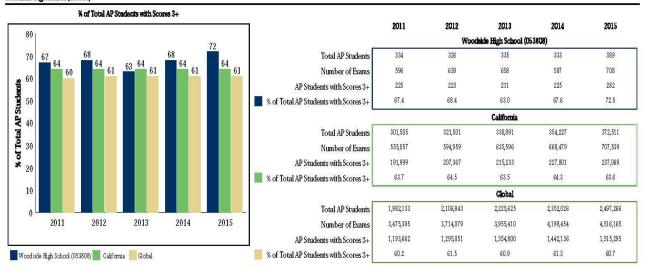
AP Five-Year School Score Summary (2015)

Print / Download Options

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year; total exams, total exams by score and mean score.

Data Updated Aug 10, 2015, Report Run Mar 8, 2016

Woodside High School (063808)



"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as The AP Report to the Nation, which tracks exams taken by seniors throughout their high school career (cohort-based) and includes public school data only.

[†] CollegeBoard

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WHS Homework Student Focus Group Findings, May 2015 (n=250)

Main Takeaways from the data gathered:

Takeaway #1: Consider greater communication with each other, spread out due dates so students don't receive a large amount at once

Takeaway #2: Make a concerted effort to talk personally to students. Students ask for help when they feel comfortable with the teacher

Takeaway #3: Seek to create and maintain consistent practices (grading policies, late work, and homework)

Takeaway #4: Students understand the value of appropriate amounts of quality homework.

Questions asked during the student focus groups-led by students

- 1. Tell us about your biggest challenges for completing homework and projects at home?
 - Extracurricular activities
 - Work
 - Sports
 - Don't know what to do, can't do it
 - Procrastination
 - "Multiple teachers assign lots of homework on the same night" (12th grade, AP)
- 2. How does your homework help you better understand the material you are learning in your classes?
 - HW is sometimes not fully taught in class and students are expected to learn it at home
 - Good for practice and reflection, but not too much repetition
 - Busy work and not reviewed in class
 - It does not help with understanding the material; exception-math and English
- 3. Talk about the level of support you receive from teachers to help you be successful on your homework. How can your teachers better support you on your homework?
 - Resources available (tutorials, the Den) but some students don't take advantage
 - "Students' relationship with the teacher determines how well they do and how comfortable they are asking questions"
 - Teachers don't ask if students need help
 - Consistent late policy
- 4. How valuable do you think your homework is to your success in high school? How valuable do you think your homework is to your success after high school?
 - Homework is valuable only to pass the class, but not important to college
 - Consistent homework grading policy
 - Completed correctly versus attempted
- 5. Talk about the amount of homework you have this year and describe how much time you spend on different types of assignments.
 - 11th AP & Mainstream (same): Minimum = 1 hr, Maximum = 4-5 hrs
 - 12th AP: Minimum = 1-2 hr, Maximum = 5-6 hours; 1 hour per AP class
 - 12th Mainstream: 1 hour + SEP
 - Awareness and coordination of homework assignments across all departments

[Refer to 2015-16 WHS Class Rigor Matrix]

- 6. What aspects of your homework or homework policies could be improved?
 - Communication between teachers, balance hw between classes
 - Better late policies (HW/test retake), esp if students didn't understand hw
 - Grade hw based on completion or demonstration of mastery
 - Put a limit to how long hw takes
 - Lower HW percentage in final grade
 If you could go back to middle school and tell them anything to prepare them for homework in high school, what would it be?

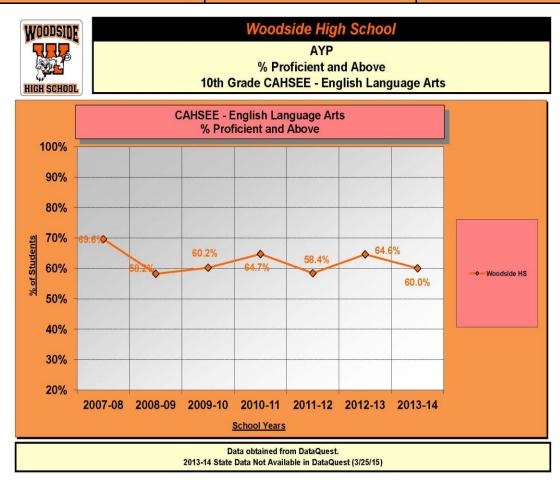
Additional comments

- Student want advisory/study hall to do HW
- Students "suggest teachers be more up front about the amount of work in their class to the students that are deciding whether or not to take their class" [Class Rigor Matrix]
- Students in 12th grade suggest less homework around SEP due dates



CAHSEE Data: The State no longer requires sites to administer the exam. (This is the last time you will see CAHSEE Data in this report

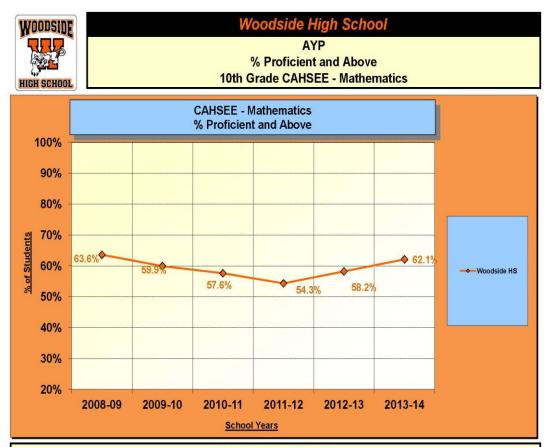
Woodside High School 2014-15 CAHSEE 10th Grade ELA Passage and Percent Proficient				
Row Labels	Number of students-ELA	Percentage - ELA		
14-15 Woodside High School	432	100.00%		
Passed & Proficient	282	65.30%		
PASSED	90	20.80%		
FAILED	60	13.90%		
Grand Total	432	100.00%		



Educational Services Division Research and Evaluation

2015

Woodside High School 2014-15 CAHSEE 10th Grade					
MATH Passage and Percent Proficient					
Row Labels	Number of students-Math	Percentage - Math			
14-15 Woodside High School	433	100.00%			
Passed & Proficient	280	64.70%			
Passed	94	21.70%			
Failed	59	13.60%			
Grand Total	433	100.00%			



Data obtained from DataQuest.
2013-14 State Data Not Available in DataQuest (3/25/15)

Educational Services Division Research and Evaluation

2015



WHS After School Tutoring Center: THE DEN - Created by WHS students in 2014. They wanted a "Starbucks-like" atmosphere to study and receive help from teachers. The Den is a drop in tutoring center and students receive food and have a comfortable place to work.



School-wide Needs Assessment

A. Standards, Assessment, and Accountability

- 1. An assessment and monitoring system is in place for all core content areas. (EPC 5.0, WASC D.1)
 - d. Administer standards-based benchmark assessments in Math, ELA, Science and History-Social Science to measure student academic progress towards mastery of CA content standards. (WASC D.2a)
 - e. Ensure WHS faculty has the training and resources to implement the Common Core.
- 2. There is an ongoing process for monitoring and evaluating the implementation of the school- wide action plan. (WASC D.4)
 - a. Use student achievement data and expected student learning results to monitor the school-wide action plan, including use of resources. (WASC D.4)

B. Staffing and Professional Development

- 1. All classrooms are staffed with fully credentialed, highly qualified teachers or there is a plan to have fully credentialed, highly qualified teachers in all classrooms within three years. (NCLB, EPC 4.0, WASC A.4)
 - a. Document and ensure all teachers have or are progressing towards being fully credentialed and highly qualified. (EPC 4.0, WASC A.4, NCLB)
 - b. Create a fully elaborated plan to address recruitment and retention of fully credentialed, highly qualified teachers within three years. (EPC 4.0, WASC A.4)
 - d. Develop a qualified staff to facilitate achievement of academic standards and the expected schoolwide learning results through a system of preparation, induction, and on-going professional development. (WASC A.4)
- 2. Staff members have access to effective professional development, including a coaching model that provides for on-going instructional assistance. (EPC 6.0, NCLB, WASC A.5, WASC B.1, WASC C.2)
 - b. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including demonstration lessons. (EPC 6.0, WASC A.5)
 - c. Provide ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) including co-planning/co-teaching. (EPC 6.0, WASC A.5)
 - e. Provide teacher collaboration by grade level (K-6) and department (7-12) to discuss student achievement results and modify instruction based on student achievement needs. (EPC 7.0, WASC A.5)
 - f. Implement a monitoring system (e.g. Action Walks) to ensure implementation of professional development.
- 3. Administrators receive Principals' Assembly Bill AB 430 training, Modules 1, 2 and 3. (NCLB, EPC 3.0, WASC A.5)
 - a. Provide Principals' Assembly Bill AB 430 training, Modules 1 (ELA and Math), 2 and 3. (EPC 3.0)
- 4. Administrators receive training in Science and History-Social Science Instructional Materials. (NCLB, WASC A.5)
 - a. Provide Administrator Training in Science and History-Social Science Instructional Materials.

D. Opportunity and Equal Educational Access

- 1. The school has a vision (purpose) that includes the expectation that all students can achieve at high levels. The educational program provides access for all students to standards and enrichment opportunities, avoiding isolation and segregation. (WASC A.1, NCLB)
 - a. Identify a clear, coherent vision of what students should know and be able to do. (WASC A.1)
 - b. Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming. (WASC A.1)
 - d. Identify a school organization, structure and governance system that supports high expectations for all students. (WASC A.1a, WASC A.2)
- 2. The regular program provides services to enable underperforming students to meet standards. (NCLB, EPC 1.0, ECP 2.0, EPC 8.0)
 - a. Create a master schedule that provides access for strategic support classes in Math and ELA. (EPC 1.0. EPC 2.0. EPC 8.0)
 - b. Place strategic students in appropriate classes to support standards mastery in the regular program. (EPC 1.0, EPC 2.0, EPC 8.0)
- 3. Additional services are provided to enable at-risk students to meet standards. All students receive appropriate support based on an individualized learning plan to help ensure academic success. (WASC E.3, NCLB)
 - a. Create a master schedule that provides access for strategic support classes in Math and ELA (EPC 1.2, EPC 1.3)

E. Involvement

- 1. The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E.1)
 - a. Create an effective plan for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards. (WASC E.1)
 - c. Involve parents, community representatives, classroom teachers, other school personnel, and students in the planning, implementation, and evaluation of school plans and consolidated application programs. (5 CCR 3932)
- 2. The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)
 - a. Provide a safe, clean and orderly place that nurtures learning. (WASC E.2)
 - b. Establish a school culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement. (WASC E.2)
- 3. Resources are provided from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0, WASC A.6)
 - b. Involve parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932, WASC E.4)
- 4. Specific training and supports are provided to parents of English Learners (EL), special education, gifted students, low performing students, and others. (NCLB)
 - a. Provide specific training related to standards-based instruction and data analysis to parents of English Learners, special education, gifted students, low performing students and others. (NCLB)

F. Funding

- 1. Services provided by categorical funds enable underperforming students to meet standards. (NCLB, WASC A.6, EPC 9.0)
 - a. Ensure services provided by categorical funds enable underperforming students to meet standards. (NCLB, EPC 9.0)
- 2. This plan provides fiscal support for every action step.
 - **a**. Provide fiscal support. (EPC 9.0)

Math Needs Assessment

A. Standards, Assessment, and Accountability

- 3. State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Math. (NCLB, EPC 5.2, EPC 7.2, WASC D.1, WASC B.3)
 - a. Disaggregate student academic achievement data in Math by subgroup and identify area of need by demographic subgroup; reduce student academic achievement gaps between all subgroups. (EPC 5.2, WASC D.1)
 - c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Math standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.2, WASC D.2b)

B. Staffing and Professional Development

- 5. All Math teachers receive SB 472 training on SBE-adopted or standards-aligned (HS) instructional materials. (EPC 4.3, EPC 1.3, WASC A.5)
 - e. Ensure WHS faculty members have the training and resources to implement the Common Core Standards.

C. Teaching and Learning

- 1. Students are accurately placed in appropriate Math classes. (EPC 5.2, EPC 8.2, WASC B.2, WASC D.4)
 - a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in Math. (WASC D.2b, EPC 5.2, WASC B.2)
 - b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in Math. (WASC D.2b)
 - c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Math classes. (WASC D.4)
- 5. Strategic support classes are coherently aligned with the daily lessons of core Math classrooms.

(EPC 8.2, EPC 7.2, WASC A.5)

a. Ensure strategic support classes teach the prerequisite skills and standards for the

lessons being taught in the core Math classroom. (EPC 7.2)

- b. Implement Action Walks to monitor coherence of strategic support and core Math classrooms.
- 6. The master schedule provides sufficient time for Mathematics. (NCLB, EPC 2.3, WASC B.1)
 - a. Ensure additional daily time is provided for intensive intervention in Math. (EPC 2.4, EPC 8.2)
 - b. Ensure additional daily time is provided for strategic support classes in Math. (EPC 2.4, EPC 8.2)
 - c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in Math throughout the year.
 - d. Ensure there are sufficient intensive intervention and strategic support classes in Math to meet the needs of all students requiring intervention or support in math.

ELA Needs Assessment

A. Standards, Assessment, and Accountability

- 4. State (CST, CAHSEE, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in ELA. (NCLB, EPC 5.1, EPC 7.1, WASC D.1, WASC B.3)
 - a. Disaggregate student academic achievement data in ELA by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (EPC 5.1, WASC D.1)
 - b. Identify areas of concern, by cluster, standard, and objective in ELA and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards. (EPC 5.1)
 - c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA ELA standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (EPC 7.1, WASC D.2b)
 - e. Ensure WHS faculty members have the training and resources needed to implement the Common Core.

B. Staffing and Professional Development

- 9. Appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes including EL and Special Education. (EPC 4.1, EPC 4.2, EPC 8.1, WASC A.5)
 - a. Assign highly qualified ELA teachers to intensive intervention, strategic support, core and advanced classes, including EL and Special Education. (EPC 4.1, EPC 4.2)

C. Teaching and Learning

7. Students are accurately placed in appropriate ELA classes. (EPC 5.1, EPC 8.1, WASC B.2, WASC D.4)

V

- a. Use student achievement data and core or district placement data to identify every student as benchmark, strategic, or intensive in ELA. (WASC D.2b, EPC 5.1, WASC B.2)
- **D** b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in ELA. (WASC D.2b)
- c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate ELA classes. (WASC D.4)
- 11. Strategic support classes are coherently aligned with the daily lessons of core ELA classrooms. (EPC 8.1, EPC 7.1, WASC A.5)
 - a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core ELA classroom. (EPC 7.1)
 - **D** b. Implement Action Walks to monitor coherence of strategic support and core ELA classrooms.
- 12. The master schedule provides sufficient time for ELA. (NCLB, EPC 2.1, EPC 2.2, WASC B.1)
 - a. Ensure additional daily time is provided for intensive intervention in ELA. (EPC 2.2, EPC 8.1)
 - b. Ensure additional daily time is provided for strategic support classes in ELA. (EPC 2.2, EPC 8.1)
 - c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in ELA throughout the year.
 - d. Ensure there are sufficient intensive intervention and strategic support classes in ELA to meet the needs of all students requiring an intervention or support in ELA.

Science Needs Assessment

A. Standards, Assessment, and Accountability

- 5. State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in Science. (NCLB, WASC D.1)
 - a. Disaggregate student academic achievement data in Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)
 - **D** b. Identify areas of concern, by cluster, standard, and objective in Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
 - c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data. (WASC D.2b)
 - e. Ensure WHS faculty have the training and resources to implement the Common Core.

B. Staffing and Professional Development

C. Teaching and Learning

13. Students are accurately placed in appropriate Science classes. (WASC B.2, WASC D.4, WASC

D.2)

- a. Use student achievement data and core or district placement data in Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)
- b. Create a master schedule that appropriately places all Science students. (WASC D.2b)
- c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Science classes. (WASC D.4)
- 17. Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core Science classrooms. (WASC A.5)
 - **b.** Implement Action Walks to monitor coherence of strategic support and core Science classrooms.

History-Social Science Needs Assessment

A. Standards, Assessment, and Accountability

- 6. State (CST, CELDT) benchmark, curriculum-embedded assessments, and student work samples are used to identify and monitor student academic achievement concerns, and modify instruction to improve student academic achievement in History-Social Science. (NCLB, WASC D.1)
 - a. Disaggregate student academic achievement data in History-Social Science by subgroup and identify area of need by demographic subgroup; monitor student academic achievement gaps between all subgroups; reduce student academic achievement gaps between all subgroups. (WASC D.1)
 - ☑ b. Identify areas of concern, by cluster, standard, and objective in History-Social Science and look for gaps in student understanding based on content, context, and/or level of cognition in mastery of standards.
 - c. Schedule time for teachers to work collaboratively to: analyze student work samples for content, context, and level of cognition; analyze student academic progress towards mastery of CA History-Social Science standards; plan and modify instruction to address student needs based on the results of state, benchmark, curriculum-embedded assessment data (WASC D.2b)
 - e. Ensure WHS faculty have the training and resources to implement the Common Core.

B. Staffing and Professional Development

13. All History-Social Science teachers receive training on adopted instructional materials.

(WASC A.5, NCLB)

- b. Provide ELPD for all History-Social Science teachers.
- 14. Appropriate History-Social Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)
 - a. Assign highly qualified History-Social Science teachers to instruct EL, advanced and Special Education classes. (NCLB)

C. Teaching and Learning

- 18. Students are accurately placed in appropriate History-Social Science classes. (WASC B.2, WASC D.4, WASC D.2)
 - a. Use student achievement data and core or district placement data in History-Social Science to place students in EL, advanced or Special Education classes. (WASC D.2b, WASC B.2)
 - b. Create a master schedule that appropriately places all History-Social Science students. (WASC D.2b)
- 19. Standards-aligned instructional materials are provided for History-Social Science and used appropriately and with fidelity. (WASC B.1)
 - b. Verify that all students have access to Student Editions of History-Social Science textbooks, purchasing appropriate materials as needed. (WASC A.6)
- 22. Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core History-Social Science classrooms. (WASC A.5)
 - **D** b. Implement Action Walks to monitor coherence of strategic support and core History- Social Science classrooms.

Chapter Five

Action Plan

- a. Action Plan
- b. Categorical Program Overview
- c. Budget Narrative
- d. Recommendations and Assurances
- e. School Site Council Membership

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

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

Rationale

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

Growth Targets

- ALL students will advance to the next performance band in CST assessments. Remove this target since CST's are no longer are used by the state. Replace with a new target based on the SBAC when it is given this spring, providing a new baseline. Only CST Science is still being used to determine AYP.
- The number of graduates meeting the CSU and the UC A-G requirements will increase by a minimum of 5% in all subgroups over the previous year's baseline. **DATA available at SDMC mtng.**
- The number of students receiving a proficient score on each section of the CAHSEE, on the initial 10th grade administration, will increase by a minimum of 5% over the previous year's baseline DATA available at SDMC mtng.
- ELs consistently enrolled in WHS courses during the previous school year will advance at least one level of proficiency as measured by the total score on the fall administration of the CELDT.**DATA** available at **SDMC** mtng.
- The percentage of freshmen that complete at least 50 credits with a grade of C or better by the end of their freshman year (post summer school) will increase by 5% from the previous year's baseline.**DATA available at SDMC mtng.**

ESLRs Addressed

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

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Apply for/ implement 21st Century Grant to provide a comprehensive after- school program (Aspirations)	Principal, Aspirations Program Coordinator, all staff	\$1.25M (over five years) grant from CDE; 21 st Century Grant Document/ Outline for Program/ MOUs	Annual evaluation and progress reports; external evaluator	Spring 2012 Spring 2015 Note –WHS was not granted funding. This action plan item is suspended.
Implement Title I Mentoring Program and Supplemental Educational Services (SES)	IVP, Guidance Counselors, Coordinator of EL (SUHSD), Principal, Asst. Superintendent of Ed Services, All Staff	Title I funding; additional district funding for SES	Title I student grades and progress reports, homework accountability	2012 Implementation; 2013/annual SDMC Evaluation Continue through 2018
Follow Essential Program Components(EPCs) and continue work with DAIT provider	Principal, IVP, AVPs, department chairs, content coaches, all staff	District funding; Title I funding; Program Improvement funding	Achieve a rating of "4" (top rating) on each EPC as evaluated by DAIT provider. District is continuing use of tools from same DAIT provider, ALS (Action Learning Systems). The rating system was suspended and replaced with the annual report to the Board.	Spring 2012—Spring 2014; duration of PI status Continue through 2017 or as long as district remains in DAIT.
Identify 9 th -&10 th -graders who are not meeting school goal of 25 credits with Cs or better at semester and place in appropriate intervention	Guidance Counselors, Admin Team, Bilingual Parent Coordinator, Special Ed case managers, Aspirations Advocate	Infinite Campus; Intervention Programs	Progress reports; quarter and semester grades; # of intervention referrals; Nova Net/ APEX/Cyber High credit recovery	2012—2018 Twice yearly review of semester & final grades

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Focus professional development opportunities on DII (Direct Interactive Instruction)strategies, Common Core implementation, Coteaching instructional model	Principal, IVP, department chairs, Assistant Superintendent of Ed Services, content coaches, Common Core Curricular Leads in Math/Eng, SpEd teachers and core gen ed teaching partners	Professional development funds, release days, release time for coaches and instructional leaders	Student performance; best practices; teacher planning and curricular modification. Every department has completed DII training, and new teachers receive yearly DII training. District-sponsored campus walk-thrus using DII rubric. Participation in district walk-thrus on other campuses. Participation in Dr. Villa, co tchng guru	Spring 2012—Spring 2013; duration of PI status Fall 2013 – Spring 2015; duration of PI status
Implement progressive discipline and positive behavior reinforcement	AVPs, Principal, IVP, all staff, Aspirations Advocate	Infinite Campus, KLEAR, mental health counseling, parent meetings, Sequoia Health Foundation grant for Adolescent Counseling Services funding, Acknowledge Alliance	Number of expulsions and suspensions; No Privileges List; attendance/ detentions; increased lunch and extracurricular activities; use of tutorials for detention; "Stand-up Jar"; Number of ATS referrals	Fall 2012—Spring 2013; ongoing Evaluation Spring 2013, Spring 2015 Continued funding for lunch intra-murals rec'd through Spring 2015. ATS (alternative to suspension) added in 2012 with continued funding rec'd through Spring 2015.

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Work to foster the Quaglia Institute's "8 Conditions"	Aspirations Leadership Team, SDMC, all stakeholders, Students-Offering- Support (SOS)	Quaglia Institute, district funding	My Voice Survey Results; School-wide writing assessment; ESLR reflection; Aspiration periods reflection	Fall 2011—Spring 2013Spring 2016 (three-year contract with Quaglia Institute, extended three years); continue My Voice Surveys through Spring 2015Spring 2016; Spring 2015 evaluate continued use of surveys (must pay); use of iknowmyclass surveys
Continue to foster AVID and ALearn programs	Principal, IVP, District Office, AVID Coordinator, Mathematics department chair, all staff	District funding, private funds	Number of under- represented students in AS/AP classes; A- G completion rates; annual Board report	Summers 2011 & 2012 Pilot and Implementation; Biannual SDMC evaluation
Continue to foster Compass and Summer Math Acceleration program	Principal, IVP, staff, Mathematics department chair, District Office, Aspirations Advocate	District funding, yearly private funds (Foundation)	Number of 9 th -graders earning 50 credits or more with Cs or better; increased Math placements, anecdotal focus group reports	Annual Evaluation/ Data Review Fall 2012—Spring 20152017, completion of MAAP
Implement Equal Opportunity Schools (EOS) strategies: stu/tchr surveys, outreach, supports	Principal, IVP, staff, ASAP (Advanced Standing/Advanced Placement) teacher committee, District Office, EOS coordinator	District funding, EOS	Number of under- represented students in AS/AP classes; number of student attending summer boot camps; number of students earning a C or better	Fall 2013 – Spring 2014 partnership with EOS Summer 2014 – Spring 2015

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Implement after school tutoring venues and homework café: The DEN, Q-Study in library	Principal, IVP, staff, ASAP (Advanced Standing/Advanced Placement) teacher committee	EOS grant for reaching goals, Wells Fargo Community grant, school discretionary funds, private funds (Foundation)	Number of student users each semester; user surveys	Fall 2013— spring 2016
Implement The BIG READ as a common academic experience for all students	Principal, IVP, staff, SDMC, Leadership students as discussion leaders	District funding, site discretionary funding	Participation rates, anecdotal evaluation of event	Fall 2013 – spring 2016

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

Growth Targets

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



ESLRs Addressed

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

Steps to Achieve	Responsible	Resources	Assessment of	Timeline
Goal	person(s)		Improvement	
Continue Aspirations work with the Quaglia Institute	Aspirations LeadershipCollaboration Team, SDMC, Principal	District funding, site discretionary funding	My Voice surveys; student and staff interviews Staff development 11-7- 12 – teacher handout/goals	Fall 2011—Spring 2013Spring 2016;2013- 20142016continue with Quaglia initiatives, extended three years; 2014-2015 SDMC evaluation of initiatives, including Aspirations periods
Create and implement a reflection for newly adopted ESLRs (8 Conditions)	SDMC; Department chairs	SDMC ad-hoc collaboration; TheWrite Stuff Collaboration Group; Staff	SDMC reflection; feedback from students and staff	2012-13 Implement New Writing Day prompts based on the conditions; Spring 2013 evaluate/revise writing prompts; initiative dropped upon reflectionreplaced with Aspirations periods
Continue to support school activities that foster school spirit (e.g. all school and freshman assembly and Spirit Week, Aspiration periods)	All stakeholders	School communications: <i>Communicat</i> , website, weekly bulletin, Collaboration 2 group "Connections,"	Student feedback; staff feedback; My Voice surveys	Fall 2012 Continue all school assembly/rally; Continue annual Freshman Assembly/Rally; 2012-13 addition

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
		planner, calendar, announcements, digital newspaper, social media (Facebook, Twitter), staff t- shirts, mousepads		of second spirit week; Annual SDMC/ Student Leadership review of school goals Aspiration periods
Commit resources and time to programs and collaborations with an emphasis to foster and enhance a positive school climate	Principal, administration, SDMC, Students-Offering- Support (SOS), BOSA, Aspirations Advocate, Site Facilities Committee	21st Century Grant, private funding, "Special Project" days (College Day, Club Day, Writing Day, School Rally), Collaboration 2 groups, California Partnership Academies, Wildcat Schedule, Summer Compass Program, professional development for staff on social/emotional issues	Writing Day 2012 and 2013 agenda (time for two periods of "Special Projects"); Collaboration Schedule; Positive School Climate Collaboration 2 Group minutes and initiatives Staff development fall 2012; recognition of playoff teams receiving Jamba Juice with the Principal; consideration of collaborative areas	Spring 2012— 2015 Annual spring proposals and SDMC review
Integrate/ embed "8 Conditions" into curriculum/lessons/Open House/ Unsung Heroes/ Summer Compass Program, club charters	Teachers, department chairs, administration	Quaglia Institute, department meetings and collaborations	Lesson plans; assignments and projects; syllabi; class observations; department meeting agendas	2012-2013 "8 Conditions" will be present on all syllabi; 2013-15 Annual Department review/evaluation of integration of "8 Conditions"; Annual Spring My

Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
				Voice IKnow Surveys 2012- 2016
Recognize Positive Behaviors	Administration, all staff, all stakeholders	Professional development, Infinite Campus, department meetings and collaborations	Positive phone calls and postcards home; student recognitions; Infinite Campus documentations Student of the week (month) – implemented 2012	2012-2013 Implementation of Student Commendation protocol; 2013- 2015 consideration and implementation of additional method of commendation/ recognition; 2013-15 Student of the Week/Month program; 2014-15 Athlete of the Week program
Continue College Day	all stakeholders	Community members, private funding	Student participation based on attendance, SDMC reflection, number of students taking college entrance exams	Continuing 2012- 2018

WHS Budget Narrative Fiscal Year 2015-16

Approved by SDMC/SSC on November 23, 2015

15-16 Title I Expenditure Plan School Name: 15-15-16 Total Allocation: \$ 322,182 Date Updated: 11/18/15

Category	Activity Description	Estimated Cost
	(ELA/ELD I)	\$40,000
Salaries/Benefits: List # of	(A)=1.53	040.000
teacher and IA (class reduction) and classes they are assinged to	(Alg I EP)	\$40,000
and sladed and are assunged to	(BIO LEP)	\$40,000
	(Alg I Support)	\$20,000
	(40% of salary) Bilingual Parent Coord.	\$32,000
	(Senior Bilingual IA II)	\$60,000
	· ·	\$232,000
Professional		
Development:	Teacher Conferences	\$3,000
Conference		
Registrations, subs,	Curriculum Dev PD PD Total	\$3,500
travel, etc:	PD Total	\$6,500
	Title I Parent/Student Meetings	\$2,000
Parent Involvement	This II aroni claudin medange	Ψ2,000
	Parent Conferences/teacher timesheets	\$6,000
	Parent Total	\$8,000
Before/After School Programs:		
(Team Ascent or Summer	After School Tutoring-Spanish	\$12,000
School Program may qualify- if not paid with general funds in the	Communication of Branch Communication Commun	£45.000
past)	Summer School Programs-ELD-Teamscent Before/After School Total	\$15,000 \$27,000
	Before/Arter Genoer Fotal	Ψ21,000
	Common Core Supplemental Supplies	\$12,000
Supplemental Materials: books/supplies to support core	Summer Boot Camp Materials	\$2,000
classes (aligned to standards		
and board adopted materials)	Glossaries	3,100
	Technology Purchases	\$25,000
	Materials Total	\$42,100
	materials rotal	Ų-12, 100
Teacher/Staff Support: Time-	Time Sheet Work-scaffold supportscurriculum	\$2,000

sheet/Release Time for meetings, collaboration, etc:		
	Teacher/Staff Support Total	\$2,000
Other: (Activities listed must be reviewed and approved by DO to ensure it meets Title I expenditure guidelines)	Student Field Trips AP Exam Fees for T1 Students	\$2,082 \$2,500
	Other Total	\$4,500
	Total Title I Expenditures	
	(must match Total allocation above)	\$322,182

SEQUOIA UNION HIGH SCHOOL DISTRICT

Chapter V: Categorical Programs-Budget Plans 2014-16

Woodside High School – EL Support, TITLE I & TITLE III

Approved by WHS SDMC/SSC on May 26, 2015

		Standards through the ELD Curriculum Guide Taskforce.		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Curriculum imbedded assessments are used to focus instruction and identify students who have not attained the standard.	TBD 2015	Site Collaboration release days for LEP teachers In-service Professional Development	\$ 1,000	Title III
Instructional Associate time is focused on students who have not attained the ELD standard.	Yearly	Instructional Associate Time (partial)	\$ 30,000 \$24,815	Title 1 Title III
Professional Development: Technology	Yearly	Professional Development and staff development to support instructional technology use. Data Director and IC training for teachers to access Diagnostic Test Results	\$ 2,000	Title I
Instructional Technology (software and hardware) is to be implemented for instruction in ELD, LEP core content. (i.e. SMART boards, I pads, computer lap top carts, Study Island, APEX, Cyber High, Revolution Prep-CAHSEE other technological devices as determined by student need.		ELD, LEP and SPED teachers receive the appropriate instructional technology equipment to supplement instruction of ELs thus raise student achievement through the use of technology. Increase writing across the curriculum.	\$ 1,500	Title III
Full-time Bilingual Resource Counselor	Core Staffing		District	

SEQUOIA UNION HIGH SCHOOL DISTRICT

Chapter V: Categorical Programs-Budget Plans 2014-16

Woodside High School – EL Support, TITLE I & TITLE III

Approved by WHS SDMC/SSC on May 26, 2015

Actions to be Taken to Reach This Goal	Start Date1 Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Full-time Bilingual; Parent Coordinator	Core Staffing Categorical	WHS Parent Center	\$72,000	EL Support
Parent Meetings:	Yearly	Educational services provided parents of students eligible for Title 1 services.	\$ 1,200	Title I
Pull out tutorials with Title I students to provide support for "catch-up" in content classes Migrant Ed. tutorial provides Migrant students with credit recovery to meet graduation requirements.	Ongoing	Pull out tutorials with ELs in English and Special Education CAHSEE prep for 10 th grade ELs SPED. Intervention tutorial for students falling behind. Enrolled in Mentoring Program. Teacher pay. Cyber High	\$ 5,440 \$ 320.00	Title I El Support
		TOTAL AMOUNT ENCUMBERED, 2014-15		Title 1: \$158,640 EL Support: \$ 74,820 Title III: \$29,815

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Donna Allen			\boxtimes		
Diane Burbank					
Kevin Cano					\boxtimes
Vickie Green					
Denise Hines			\boxtimes		
Cara Klackle		\boxtimes			
Arlene Kolber		\boxtimes			
Diane Mazzei-IVP			\boxtimes		
Matt Middough			\boxtimes		
Marissa Potts		\boxtimes			
Matthew Sahagun		\boxtimes			
David Shannon		\boxtimes			
Chuck Velschow		\boxtimes			
Leslie With		\boxtimes			
Felicia Yang		\boxtimes			
Kaelie Brodie					\boxtimes
Hayley Chavez					\boxtimes
Jessica Marguet/ Alexandria Torres					\boxtimes
Chris Canellos				\boxtimes	
Hayley Dupuy				\boxtimes	\boxtimes
Jessica Godinez					\boxtimes
Judith Mendelsohn				\boxtimes	
Karen Peterson				\boxtimes	
Numbers of members in each category	1	9	4	4	7

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¹ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
 - English Learner Advisory Committee March 3, 2016
 - Other committees established by the school or district (list) Department Chairs
- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: Monday, March 14, 2016.

Attested:

Typed name of School Principal

Matthew Middough
Typed name of SSC Chairperson

Signature of School Principal

Signature of SSC Chairperson

Data

Chapter Six

Appendix

MyVoice Survey Data: Student Survey 2015

Belonging

The Condition of Belonging means that a student is a valued member of a community while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is an important condition for a student's feeling of well-being, social engagement, and competence. The Condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community. Teachers have the opportunity to establish a culture of Belonging in their classrooms, one that promotes their students' sense of well-being, connection, and self-belief.

Question	Total in Agreement	Gender		Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
School is a welcoming and friendly place	74.6%	75.3%	73.8%	N/A*	N/A*	N/A*	81.0%	76.9%	65.2%	73.3%
2. I feel accepted for who I am at school	76.8%	78.8%	74.9%	N/A*	N/A*	N/A*	78.1%	79.0%	73.0%	76.9%
Teachers make an effort to get to know me	52.4%	56.4%	48.8%	N/A*	N/A*	N/A*	58.4%	51.6%	47.1%	51.3%
I have difficulty fitting in at school	16.4%	15.7%	16.7%	N/A*	N/A*	N/A*	19.2%	11.7%	16.8%	18.1%
Teachers care about my problems and feelings	46.3%	48.2%	44.8%	N/A*	N/A*	N/A*	56.3%	44.0%	37.8%	45.6%
6. I am proud of my school	63.3%	62.5%	63.5%	N/A*	N/A*	N/A*	70.9%	65.1%	56.6%	58.8%
7. I am a valued member of my school community	43.0%	45.6%	40.2%	N/A*	N/A*	N/A*	47.9%	42.9%	37.0%	43.3%
8. I think bullying is a problem at my school	25.3%	24.7%	25.3%	N/A*	N/A*	N/A*	29.0%	19.2%	23.6%	31.1%

Heroes

Heroes are the everyday people -- teachers, friends, family -- in students' lives who inspire them to excel and to make positive changes in attitude and lifestyle. Heroes are the people students can connect with, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Teachers can be heroes to their students. Students can look up to teachers as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

Question	Total in	Gender		Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
9. Students respect teachers	51.7%	53.8%	49.6%	N/A*	N/A*	N/A*	58.0%	54.0%	44.0%	49.0%
10. My parents care about my education	93.7%	93.3%	94.2%	N/A*	N/A*	N/A*	95.1%	94.0%	93.9%	91.1%
11. I have a teacher who is a positive role model for me	77.9%	72.8%	82.3%	N/A*	N/A*	N/A*	80.6%	73.4%	76.7%	81.6%
12. Teachers care about me as an individual	57.2%	59.6%	55.4%	N/A*	N/A*	N/A*	65.6%	51.9%	53.8%	56.9%
13. Teachers care if I am absent from school	46.7%	50.8%	43.3%	N/A*	N/A*	N/A*	52.7%	45.1%	41.5%	45.7%
14. If I have a problem, I have a teacher with whom I can talk	58.0%	57.5%	58.5%	N/A*	N/A*	N/A*	58.8%	57.6%	55.2%	60.9%
15. Teachers respect students	62.3%	61.1%	63.4%	N/A*	N/A*	N/A*	69.5%	62.1%	56.4%	60.4%
16. Students respect each other	42.9%	46.0%	39.5%	N/A*	N/A*	N/A*	45.1%	47.5%	37.1%	39.4%
17. Adults at this school listen to students' suggestions	49.0%	50.7%	47.6%	N/A*	N/A*	N/A*	58.5%	48.7%	43.7%	42.4%

Sense of Accomplishment

The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a student's success. Educators have traditionally used a narrow view of accomplishment that refers to academic achievement, innate ability, or who is "best in the class." Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just through measurable outcomes and countable successes. Teachers have the opportunity to celebrate their students' accomplishments in visible ways. Taking time to recognize and support students' efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

Question	Total in Agreement	Ger	nder	Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
18. I am encouraged to practice good citizenship at school	72.2%	68.8%	75.1%	N/A*	N/A*	N/A*	74.5%	75.3%	68.8%	69.0%
19. Teachers recognize students who are kind and helpful	73.9%	74.7%	73.1%	N/A*	N/A*	N/A*	80.3%	71.5%	68.3%	75.1%
20. I have never been recognized for something positive at school	27.8%	26.0%	29.5%	N/A*	N/A*	N/A*	27.7%	25.9%	28.0%	30.4%
21. I give up when schoolwork is difficult	22.0%	21.6%	22.1%	N/A*	N/A*	N/A*	19.3%	21.5%	25.2%	22.4%
22. Teachers recognize me when I try my best	61.4%	62.8%	59.9%	N/A*	N/A*	N/A*	66.6%	62.4%	56.4%	59.2%
23. Teachers let my parents know what I do well	40.0%	44.0%	36.3%	N/A*	N/A*	N/A*	55.0%	37.2%	30.2%	34.5%
24. I put forth my best effort at school	71.4%	64.6%	77.4%	N/A*	N/A*	N/A*	79.1%	70.4%	66.2%	68.4%
25. Getting good grades is important to me	85.9%	81.4%	90.3%	N/A*	N/A*	N/A*	89.1%	85.0%	86.5%	82.1%
26. Adults and students work together to make our school better	57.8%	57.5%	57.8%	N/A*	N/A*	N/A*	65.0%	60.7%	54.0%	48.8%

Fun & Excitement

The Condition of Fun & Excitement is characterized by students being inspired. They are actively engaged and emotionally involved in their schoolwork. Students who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Teachers who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. The first three Conditions -- Belonging, Heroes, and Sense of Accomplishment -- help establish a learning environment in which students can feel safe to have fun together in learning.

Question	Total in	Ger	nder	Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
27. I enjoy being at school	48.3%	49.4%	47.0%	N/A*	N/A*	N/A*	54.6%	47.4%	44.0%	46.5%
28. Teachers enjoy working with students	66.2%	68.4%	64.6%	N/A*	N/A*	N/A*	75.4%	62.9%	62.0%	64.0%
29. Teachers make school an exciting place to learn	38.2%	41.1%	35.3%	N/A*	N/A*	N/A*	46.4%	36.7%	27.8%	41.7%
30. School is boring	49.1%	49.4%	49.0%	N/A*	N/A*	N/A*	47.3%	46.8%	53.9%	48.0%
31. I enjoy participating in my classes	56.7%	59.2%	54.3%	N/A*	N/A*	N/A*	62.7%	58.4%	51.2%	52.7%
32. Teachers have fun at school	41.6%	47.0%	36.4%	N/A*	N/A*	N/A*	47.0%	42.1%	35.7%	40.2%
33. Learning can be fun	70.7%	69.4%	71.8%	N/A*	N/A*	N/A*	70.1%	70.3%	73.1%	69.0%

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers students to ask "Why?" while creativity gives them the initiative to ask "Why not?" The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Teachers can devote extra attention to creating a classroom environment that promotes questioning and creative exploration in order to maintain student motivation.

Question	Total in	Ger	nder	Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
34. I feel comfortable asking questions in class	68.3%	69.7%	66.9%	N/A*	N/A*	N/A*	72.2%	65.4%	66.0%	69.6%
35. My teachers present lessons in different ways	70.9%	69.0%	72.9%	N/A*	N/A*	N/A*	76.6%	73.6%	65.0%	67.2%
36. At school I am encouraged to be creative	63.7%	60.2%	67.0%	N/A*	N/A*	N/A*	64.9%	66.9%	58.2%	64.6%
37. I enjoy working on projects with other students	63.2%	66.5%	60.2%	N/A*	N/A*	N/A*	68.4%	63.8%	58.4%	60.8%
38. My classes help me understand what is happening in my everyday life	38.9%	41.4%	36.9%	N/A*	N/A*	N/A*	43.2%	39.6%	33.6%	37.9%
39. School inspires me to learn	58.3%	56.3%	60.1%	N/A*	N/A*	N/A*	65.4%	60.8%	49.7%	55.9%
40. I enjoy learning new things	83.4%	81.9%	84.8%	N/A*	N/A*	N/A*	82.5%	81.6%	84.4%	85.9%
41. I learn new things that are interesting to me at school	66.0%	65.0%	66.6%	N/A*	N/A*	N/A*	70.2%	69.2%	61.6%	60.5%
42. What I learn in school will benefit my future	67.3%	66.4%	67.8%	N/A*	N/A*	N/A*	76.4%	70.6%	58.2%	61.3%
43. Students work with adults to find solutions to school problems	48.4%	50.7%	46.5%	N/A*	N/A*	N/A*	56.5%	51.4%	39.9%	43.6%

Spirit of Adventure

The Spirit of Adventure is characterized by a student's ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. Teachers can encourage and support students' Spirit of Adventure by urging them to explore new things. When teachers create an atmosphere that allows for healthy decision making and risk taking, students can become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Question	Total in Agreement	Gender		Grade							
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th	
44. I like challenging assignments	45.6%	44.3%	46.5%	N/A*	N/A*	N/A*	51.2%	43.8%	43.0%	44.4%	
45. I push myself to do better academically	78.4%	73.9%	82.5%	N/A*	N/A*	N/A*	83.5%	77.5%	74.2%	77.3%	
46. Students are supportive of each other	58.0%	57.7%	58.2%	N/A*	N/A*	N/A*	62.1%	63.8%	49.2%	54.7%	
47. I am afraid to try something if I think I may fail	33.2%	27.6%	38.8%	N/A*	N/A*	N/A*	31.6%	37.8%	32.6%	30.3%	
48. Teachers help me learn from my mistakes	65.4%	66.2%	64.5%	N/A*	N/A*	N/A*	77.0%	66.7%	56.6%	58.0%	
49. I want to do my best at school	87.4%	83.7%	90.8%	N/A*	N/A*	N/A*	87.7%	88.9%	85.3%	87.7%	
50. I am excited to tell my friends when I get good grades	61.8%	52.1%	70.5%	N/A*	N/A*	N/A*	61.5%	63.6%	61.3%	59.8%	

Leadership & Responsibility

The Condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Fostering leadership empowers students to make just and appropriate decisions and to take pride in their actions. Teachers who promote this Condition teach and expect their students to be good decision makers. They provide legitimate decision making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.

Question	Total in Agreement	Gender		Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
51. Students have a voice in decision making at school	54.3%	54.1%	54.3%	N/A*	N/A*	N/A*	62.9%	56.9%	47.4%	47.7%
52. I see myself as a leader	61.5%	62.5%	60.8%	N/A*	N/A*	N/A*	59.6%	62.0%	59.5%	65.5%
53. Other students see me as a leader	37.3%	37.8%	36.6%	N/A*	N/A*	N/A*	35.6%	35.6%	36.1%	42.5%
54. Teachers encourage students to make decisions	65.7%	64.7%	66.6%	N/A*	N/A*	N/A*	70.5%	65.5%	63.4%	61.7%
55. Teachers are willing to learn from students	51.9%	54.9%	49.5%	N/A*	N/A*	N/A*	59.2%	48.1%	47.0%	53.7%
56. I am a good decision maker	60.3%	63.1%	57.9%	N/A*	N/A*	N/A*	63.9%	61.6%	56.6%	57.8%
57. I know the goals my school is working on this year	45.6%	46.2%	44.7%	N/A*	N/A*	N/A*	54.6%	44.3%	38.7%	43.2%

Confidence to Take Action

Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what educators ultimately strive for: instilling in their students a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Teachers have the ability to help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, teachers empower their students to become active and involved members of their learning environments.

Question	Total in	Gender		Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
58. I believe I can be successful	89.3%	87.8%	90.7%	N/A*	N/A*	N/A*	89.7%	91.1%	85.9%	91.2%
59. I believe I can make a difference in this world	68.5%	68.6%	68.6%	N/A*	N/A*	N/A*	68.7%	69.4%	61.8%	75.0%
60. Teachers believe in me and expect me to be successful	76.4%	73.5%	78.8%	N/A*	N/A*	N/A*	80.4%	80.3%	68.0%	76.1%
61. Going to college is important for my future	87.2%	82.8%	91.0%	N/A*	N/A*	N/A*	87.4%	87.6%	86.0%	87.4%
62. I work hard to reach my goals	77.9%	72.0%	83.2%	N/A*	N/A*	N/A*	79.9%	77.0%	74.6%	80.4%
63. I am excited about my future	76.1%	73.7%	78.6%	N/A*	N/A*	N/A*	79.2%	72.9%	74.9%	77.4%
64. I think it is important to set high goals	80.6%	76.1%	84.9%	N/A*	N/A*	N/A*	83.0%	81.4%	78.1%	79.7%
65. I know the kind of person I want to become	71.4%	71.2%	71.9%	N/A*	N/A*	N/A*	71.9%	69.6%	68.0%	76.9%
66. School is preparing me well for my future	59.4%	59.1%	59.1%	N/A*	N/A*	N/A*	72.3%	62.2%	49.1%	50.2%
67. Students develop programs that improve the whole school	56.6%	57.6%	55.7%	N/A*	N/A*	N/A*	62.9%	59.9%	50.2%	50.8%

Student Voice

The five statements in the table below appear in other tables throughout this report as they relate to particular Conditions. Student Voice, however, not only gives us access to what students think about school through the lens of the 8 Conditions, it is also a construct in itself. As such, this table provides insight into the what students believe about adult openness to and partnership with their ideas and suggestions.

Question	Total in	Ger	nder	Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
17. Adults at this school listen to students' suggestions	49.0%	50.7%	47.6%	N/A*	N/A*	N/A*	58.5%	48.7%	43.7%	42.4%
26. Adults and students work together to make our school better	57.8%	57.5%	57.8%	N/A*	N/A*	N/A*	65.0%	60.7%	54.0%	48.8%
43. Students work with adults to find solutions to school problems	48.4%	50.7%	46.5%	N/A*	N/A*	N/A*	56.5%	51.4%	39.9%	43.6%
51. Students have a voice in decision making at school	54.3%	54.1%	54.3%	N/A*	N/A*	N/A*	62.9%	56.9%	47.4%	47.7%
67. Students develop programs that improve the whole school	56.6%	57.6%	55.7%	N/A*	N/A*	N/A*	62.9%	59.9%	50.2%	50.8%

Custom

Below are custom questions setup for this particular survey.

Question	Total in Agreement	Ger	nder	Grade						
	Agreement	Male	Female	6th	7th	8th	9th	10th	11th	12th
68. The Big Read book titles (In Cold Blood, Outliers, Breaking Through, or The Fault in Our Stars) and the discussion activity in September helped connect me to the WHS community.	30.4%	31.2%	29.6%	N/A*	N/A*	N/A*	39.5%	34.0%	19.6%	25.6%
69. This year's four Aspirations periods helped build a spirited WHS school community.	46.2%	43.7%	48.4%	N/A*	N/A*	N/A*	55.7%	56.0%	32.6%	36.3%
70. My College Day experiences (college campus tours, speakers, PSAT, or Naviance workshop) were helpful to me in planning my future.	61.5%	58.4%	64.8%	N/A*	N/A*	N/A*	65.5%	64.4%	56.8%	58.0%
71. I know how to use Naviance to help me explore and understand my future after high school.	47.2%	46.9%	47.6%	N/A*	N/A*	N/A*	37.1%	40.4%	61.2%	52.8%
72. I can usually complete my after school activities and my homework in time to get a good night's sleep.	33.9%	39.0%	29.3%	N/A*	N/A*	N/A*	41.7%	34.9%	24.6%	32.8%

MyVoice Survey Data: Teacher Survey 2015 n=110

Belonging

The Condition of Belonging means that a person is a valued member of a community while still maintaining his or her uniqueness. Belonging entails establishing a sense of community and collegiality -- believing that all participants in the educational environment are valued for who they are. Collegiality depends upon all staff being fully active participants in the life of the school and responsible, contributing citizens of the school community. The pertinent questions are: Are standards and expectations for responsibility and success set in a context of peer and administrative acceptance and support? Does each person on the staff feel like a contributing member of the school's educational mission? Schools may be organized hierarchically, but their democratic roots should extend to and nourish the entire staff as full partners in the overall educational process.

Question	Total in Agreement
1. I feel valued for my unique skills and talents	75.5%
2. School is a welcoming and friendly place	83.5%
3. I am proud of my school	83.6%
4. I think bullying is a problem at my school	40.4%
5. I feel comfortable in the staff room	82.1%
6. Building administration makes an effort to get to know me	50.0%
7. I feel accepted for who I am at school	87.0%
8. I am a valued member of my school community	75.5%

Heroes

Heroes are the everyday people -- mentors, friends, family members -- in our lives who inspire us to excel and to make positive changes in attitude and lifestyle. Heroes are our cheerleaders and trusted guides. School staff who form meaningful relationships with others in the school can become highly motivated to perform at their best. Mutual respect and commitment to one another are the hallmarks of a staff dedicated to building-wide school improvement. Too often in today's schools, adults become isolated from one another. The Condition of Heroes reminds us that what happens in schools should never be a solitary enterprise.

Question	Total in Agreement
9. Students care if I am absent from school	90.8%
10. I have a colleague at school who is a positive role model for me	92.7%
11. If I have a problem, I have a colleague with whom I can talk	94.5%
12. I know my students' hopes and dreams	78.9%
13. Staff respect each other	74.3%
14. Students respect me	91.6%
15. I respect students	100.0%
16. Students care about me as an individual	84.1%

Sense of Accomplishment

Sense of Accomplishment is about recognizing and appreciating effort, perseverance, and citizenship. Meeting performance goals is only one indicator of success. A highly dedicated staff makes contributions "beyond the call of duty." In schools that foster a Sense of Accomplishment, reward systems encourage effort, as well as end product, and perseverance as much as results. Opportunities for colleagues to reward and celebrate one another are as important as recognition that comes from administrators and supervisors.

Question	Total in Agreement
17. I have never been recognized for something positive at school	22.0%
18. I actively encourage students to practice good citizenship	99.1%
19. I receive constructive feedback from colleagues	74.5%
20. Our school celebrates the accomplishments of the staff	66.0%
21. I am recognized when I try my best	57.4%
22. Professional development is an important part of my educational growth	83.0%

Fun & Excitement

The Condition of Fun & Excitement is characterized by staff being inspired by their shared passion for being educators. Fun & Excitement is about being interested in and engaged by one's work. Such enjoyment and satisfaction improves one's effectiveness. When staff are excited, they are eagerly and actively involved, and tend to contribute more. If all staff are expected to be enthusiastic about coming to school, then they should be provided diverse, interesting, challenging, and enjoyable work experiences.

Question	Total in Agreement
23. I enjoy working here	86.2%
24. I make learning relevant to my students	95.5%
25. Students enjoy working with teachers	74.5%
26. Students have fun at school	78.0%
27. Students make school an exciting place to work	93.5%
28. I have fun at school	86.9%
29. Learning can be fun	99.1%

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Allowing and encouraging all the participants in the school to question and explore fosters this Condition. Staff should be encouraged to trust and nurture their own curiosity and creativity. One of the greatest obstacles to learning in schools is the routine that can set in day after day, term after term, year after year. All staff members in an educational institution should be open to the same growth and change we expect of students. A genuine learning organization is one in which everyone is inquisitive and innovative.

Question	Total in Agreement
30. At school I am encouraged to be creative	74.5%
31. Building administration is open to new ideas	44.0%
32. I enjoy learning new things	100.0%
33. School inspires me to learn	86.9%
34. Our school is a dynamic and creative learning environment	74.1%
35. Staff work in a collaborative manner	75.0%
36. Meaningful professional development opportunities exist in my district	67.6%
37. I feel comfortable asking questions in staff meetings	60.4%

Spirit of Adventure

The Spirit of Adventure is characterized by a person's ability to take on positive, meaningful challenges at school. This Condition is about being supported so that one can take healthy risks, trusting that it is all right to make mistakes and knowing that there is something to be learned from all consequences -- positive and negative. Any new idea, strategy, or tactic can pose a risk; for some, it might be making a career change, and for others, simply trying out a new way of doing something. Creativity and innovation spring from the sense of security and support that allows and encourages employees to take healthy chances.

Question	Total in Agreement
38. Setting yearly goals with my supervisor is important for my work	52.7%
39. I challenge myself to do my job better every day	97.3%
40. Staff are supportive of each other	79.1%
41. I am afraid to try something if I think I might fail	5.5%
42. My colleagues help me learn from my mistakes	68.5%
43. I am concerned my colleagues will resent me if I am too successful	10.3%
44. I am excited to tell my colleagues when I do something well	64.2%

Leadership & Responsibility

The Condition of Leadership & Responsibility allows all members of the staff to have a voice in the school -- letting them know they matter and are trusted to make decisions. If all personnel are expected to be responsible members of the school community, they should be trusted enough to have a voice in their departments and in the building as a whole. A school that encourages Leadership & Responsibility embraces and promotes mutual trust and acceptance of individual rights, responsibilities, opinions, and beliefs. All of its members are allowed to practice leadership skills, to understand and accept consequences, and to learn from their mistakes and move forward with greater knowledge and understanding.

Question	Total in Agreement
45. I see myself as a leader	83.6%
46. My colleagues see me as a leader	70.0%
47. I have a voice in decision making at school	44.4%
48. I know the goals my school is working on this year	82.2%
49. I actively seek out student opinions and ideas	90.7%
50. I encourage students to make decisions	98.1%
51. Building administration is willing to learn from staff	36.4%

Confidence to Take Action

Confidence to Take Action is the extent to which a person believes in him- or herself. This is the Condition for which we should all strive. Schools that foster this Condition encourage all staff members to believe in themselves, trusting that they can be successful and are making a difference. Though society's expectations of schools are high, the confidence needed to meet those expectations must be internal to each member of the staff. Awards, accolades, and other external recognition for success are welcome, but the intrinsic desire to provide service to the best of one's capabilities must drive effectiveness. Schools that value, respect, and celebrate the opinions and ideas of all staff members foster positive development of everyone's self-worth and confidence.

Question	Total in Agreement
52. I believe I can be successful	95.4%
53. I believe I can make a difference in this world	91.7%
54. I feel confident voicing my honest opinions and concerns	55.0%
55. I work hard to reach my goals	100.0%
56. I am excited about my future career in education	75.9%
57. Continuing my education is important for my future	87.0%
58. I think it is important to set high goals	97.2%

Administration and Communication

The presence or absence of the 8 Conditions in a school can depend largely on how authority and power are exercised and distributed in the school and district. Effective leadership shares decision making. Additionally, effective leadership at all levels requires effective communication.

Question	Total in Agreement
59. Central office understands the unique culture of our school	49.5%
60. We communicate effectively in our building	62.7%
61. Building administration is visible in our school	75.9%
62. Building administration knows my professional goals	39.3%
63. Building administration is accessible to me	68.2%
64. I communicate effectively with parents	86.9%

Custom

Below are custom questions setup for this particular survey.

Question	Total in Agreement
65. The Big Read book titles (In Cold Blood, Outliers, Breaking Through, or The Fault in Our Stars) and the discussion activity in September helped connect students to the WHS community.	45.3%
66. This year's four Aspirations periods helped build a spirited WHS school community.	66.7%
67. Students' College Day experiences (college campus tours, speakers, PSAT, or Naviance workshop) were helpful to my students in planning their futures.	64.2%
68. I know how to use Naviance in order to help my students explore their futures after high school.	48.6%
69. My students usually appear to have had a good night's sleep.	24.5%

MyVoice Survey Data: Parent Survey 2015 n=41

Belonging

The Condition of Belonging means that a child feels he or she is a valued member of the family and school community while still maintaining his or her uniqueness. Additionally, Belonging relates to a parent feeling welcomed by, comfortable in, and of value to his or her child's school. Belonging is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is important to feelings of well-being, social engagement, and competence. Belonging creates an atmosphere that welcomes and connects family and the school community. The Condition of Belonging increases a person's confidence in their abilities and their strengths, since Belonging encompasses acceptance and support. Parents have the opportunity to foster a sense of Belonging, promoting their children's sense of well-being, connection, and self-belief.

Question	Total in Agreement
1. I feel welcome in my child's school	85.0%
2. My child has difficulty fitting in at school	9.8%
3. Teachers care about my child's problems and feelings	63.4%
4. I am proud of my child's school	73.2%
5. I feel comfortable going to parent-teacher conferences	87.8%
6. I care about my child's education	100.0%
7. My input and opinions are valued at my child's school	45.0%
8. My child is a valued member of his/her school community	72.5%

Heroes

Heroes are everyday people -- friends, family, coaches, teachers, and parents -- in a child's life who inspire him or her to excel and to make positive changes in attitude and lifestyle. Heroes are individuals children can connect with regularly, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Parents can be Heroes to their children. Children can look up to parents as trusted adults to learn from and communicate with about many things. Building strong relationships with children through support, guidance, encouragement, and love can enable them to become more confident in school and life. Additionally, parents should be able to identify people at school whom they can approach with questions or concerns.

Question	Total in Agreement
9. My child has a teacher who is a positive role model	90.2%
10. I am a positive role model for my child	95.1%
11. Teachers care if my child is absent from school	68.3%
12. If my child has a problem, there is a teacher he/she can talk to	58.5%
13. If I have a problem with my child's school, someone at school is available to help me	73.2%
14. Teachers let me know what my child does well in school	35.0%

Sense of Accomplishment

Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a child's success. An overly narrow view of accomplishment that refers only to academic achievement or innate ability can actually get in the way of student success in school. Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just measurable outcomes and countable successes. Parents have the opportunity to celebrate all of the accomplishments of their children. Taking time to recognize and support children's efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

Question	Total in Agreement
15. My child is encouraged to practice good citizenship at school	67.5%
16. Teachers recognize my child when he/she is kind and helpful	63.4%
17. I recognize my child when he/she gets good grades at school	100.0%
18. My child gives up when schoolwork is difficult	14.6%
19. I recognize my child when he/she does his/her best in school	100.0%
20. My child puts forth his/her best effort at school	77.5%
21. Effort is just as important as getting good grades	87.5%
22. It is important to me that my child gets good grades	97.4%

Fun & Excitement

The condition of Fun & Excitement is characterized by children being inspired. They are actively engaged and emotionally involved in their activities, school, and play. Children who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Parents who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. Children can be motivated to succeed when parents provide an environment where Fun & Excitement is the norm, not the exception.

Question	Total in Agreement
23. My child enjoys being at school	80.5%
24. Teachers enjoy working with my child	80.5%
25. Teachers at my child's school make it exciting to learn	58.5%
26. My child is bored in school	36.6%
27. My child enjoys learning new things	90.2%
28. I was bored in school as a student	17.1%
29. Learning can be fun	100.0%
30. Parent evenings/meetings are worth attending	72.5%

Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers children to ask "Why?" while creativity gives them the initiative to ask "Why not?" Both curiosity and creativity are products of the imagination. Experiencing Curiosity & Creativity in the home helps children to become active learners who yearn to explore unknown areas. To support the Condition of Curiosity & Creativity, children need to be challenged to look beyond the status quo to what lies ahead. The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Parents can devote extra attention to creating a home environment that promotes questioning and creative exploration of ideas.

Question	Total in Agreement
31. My child feels comfortable asking questions in class	80.5%
32. My child's classes help him/her understand what is happening in his/her everyday life	43.9%
33. When I was in school, my classes helped me understand what was happening in my everyday life	58.5%
34. I enjoy learning new things	100.0%
35. My child learns things that are interesting to him/her at school	80.0%
36. School inspires my child to learn	55.0%
37. What my child learns in school will benefit his/her future	89.7%
38. What I learned in school benefits me today	85.0%

Spirit of Adventure

Spirit of Adventure is characterized by a child's ability to take on positive, healthy challenges at home and school, with friends, family, adults, and peers. Children experience Spirit of Adventure when they tackle something new without the fear of failure or success. This Condition is important to building children's self-confidence and enables them to face the challenges they encounter every day. Parents can encourage and support their children's Spirit of Adventure by urging them to explore new things. When parents create an atmosphere for healthy decision making and risk taking, children can become more confident and resilient. They may be less concerned with whether they succeed or fail, and more interested in the discovery that is part of learning from our successes and failures. Children with a Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Question	Total in Agreement
39. I push my child to do better academically	82.9%
40. My child is afraid to try something if he/she thinks he/she will fail	41.5%
41. I am afraid to try something if I think I may fail	19.5%
42. Teachers help my child learn from mistakes	41.5%
43. My child wants to do his/her best at school	90.2%
44. My child likes challenging assignments	61.5%
45. My child is excited to tell me when he/she gets good grades	82.5%
46. I am excited to tell my friends when my child does well in school	71.8%

Leadership & Responsibility

The Condition of Leadership & Responsibility means children are able to express their ideas and are willing to accept the consequences for their actions. It cultivates accountability at home and school. Fostering leadership allows children to make just and appropriate decisions and to take pride in their actions. Parents who promote this Condition teach good decision making skills and expect their children to be good decision makers. They provide real and age-appropriate decision making opportunities, seek their children's input, and expect their children to be responsible for their actions and words. Children are trusted to make the right choices and are recognized for doing so. This Condition is about learning to lead others, and learning to lead one's own life, responsibly.

Question	Total in Agreement
47. I see my child as a leader	60.0%
48. Teachers encourage my child to make decisions	58.5%
49. I encourage my child to make decisions	100.0%
50. My child is a good decision maker	73.2%
51. I am a good decision maker	97.5%
52. I know the goals my child's school is working on this year	65.0%

Confidence to Take Action

Confidence to Take Action is the extent to which children believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what parents and educators ultimately strive for: instilling in children a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Parents have the ability and potential to help build their children's Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, parents encourage their children to be active, involved, and contributing members of their families and communities.

Question	Total in Agreement
53. My child sets high goals	80.5%
54. I believe my child can be successful	97.6%
55. School is preparing my child well for the future	75.6%
56. My child knows the kind of person he/she wants to become	70.7%
57. I believe my child can make a difference in this world	100.0%
58. I think it is important for my child to go to college	100.0%
59. I believe I can make a difference in this world	92.7%
60. Teachers believe in my child and expect him/her to be successful	82.5%
61. School prepared me well for my future	84.6%
62. My child works hard to reach his/her goals	85.0%
63. I work hard to reach my goals	100.0%
64. My child is excited about his/her future	90.0%

Custom

Below are custom questions setup for this particular survey.

Question	Total in Agreement
65. The Big Read book titles (In Cold Blood, Outliers, Breaking Through, or The Fault in Our Stars) and the discussion activity in September helped connect my students to the WHS community.	37.5%
66. My student enjoyed the four Aspirations periods this year and felt they helped build a spirited WHS school community.	25.0%
67. College Day in October (college campus tours, speakers, PSAT, or Naviance workshops) was helpful to my student in planning his/her future.	65.0%
68. My student knows how to use Naviance to explore and understand his/her future after high school.	40.0%
69. My student is able to complete his/her after school activities and homework in order to get a good night's sleep.	67.5%

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

BELONGING

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

HEROES

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

SENSE OF ACCOMPLISHMENT

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

FUN AND EXCITEMENT

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

CURIOSITY & CREATIVITY

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

SPIRIT OF ADVENTURE

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

LEADERSHIP & RESPONSIBILITY

Making your own decisions and accepting responsibility for those choices.

CONFIDENCE TO TAKE ACTION

Setting goals and taking the steps you need to reach them.