WASC/Single Plan for Student Achievement

Woodside High

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CDS Code
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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:

Diane Burbank - Principal

Diane Mazzei - Instructional Vice Principal

The District Governing Board approved the School Plan on:

12/11/2013

Prepared by

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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 Subgroups

- ☐ African American
- ☐ American Indian
- ☐ Asian
- ☐ Filipino
- ☑ Hispanic or Latino
- ☐ Pacific Islander
- ☑ White
- ☑ Socioeconomically Disadvantaged
- ☑ English Learners
- ☑ Special Needs Students

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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..."[1]
- 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.[8]

1 EC Section 64001(a)
2 Ibid
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

a. District Overview
b. School Background and Student Demographics
c. School Goals
d. School Mission and Vision
e. WASC Accreditation History
f. Expected Student Learning Results (ESLRs)
g. Community Background and Influences
h. School Programs
i. Addendum

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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.

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) 2013-14 enrollment: 2,144 students
- **Menlo-Atherton High School** (opened in 1951) 2013-14enrollment: 1,984 students
- **Redwood (Continuation) High School** (opened in 1966) 2013-14 enrollment: 397 (cumulative) students
- **Sequoia High School** (opened in 1895) 2013-14 enrollment: 1,962 students
- **Woodside High School** (opened in 1958) 2013-14 enrollment: 1,686 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

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

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District Vision

All students are engaged and prepared to excel in a 21st century global society.

District Goals

Along with maintaining a safe, secure and highly effective learning environment, the District's priority goals for 2008-2013 include:

- Develop and implement career-technical education
- Close the achievement gap
- Align graduation requirements with 21st century skills
- Strengthen collaborations with elementary schools and Cañada College
- Implement innovative, effective staff development practices
- Implement Measure J
- Revitalize summer school
- Expand student internship opportunities
- Maximize technology for optimal learning, teaching and operational efficiencies
- Limit outsourcing of special education services
- Develop a districtwide news and communications program
- Increase the efficiency and effectiveness of support services

District Values

- Student Success
- Accountability/Personal Responsibility
- Respect
- Honesty/Integrity
- Teamwork
- A Learning Organization

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School Background and Student Demographics

Woodside High School, home of the Wildcats, has been serving the communities of the mid-peninsula 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 1,700 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 mid-peninsula 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.

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's short term goals focus on improvements in proficiency rates on the CSTs, CELDT and CAHSEE exams, and also identifies goals 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 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.

Woodside has been engaged in a four-year professional development program with Action Learning Systems (ALS) with a focus on engagement and differentiation strategies and the needs of our long-term English learner students. All of our core subject departments have been engaged in a series of all-day workshops and collaboration sessions. For the past three years a cohort of interdisciplinary teachers has formed Collaborative Learning Groups (CLGs). These teams attended a summer institute and held regular meetings during the school year. In addition, now that Woodside is in Program Improvement (PI), the school is using ALS as their District Assistance Instructional Team (DAIT).

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, Mental Health Counseling, Co-Teaching, CAHSEE Tutoring, College Counseling.
New to Woodside in the 2010-11 school year has been the commencement of a three-year professional development endeavor 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 these eight conditions as its revised

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ESLRs. For 2013-2014, tose 8 Conditions are studied school wide, 4 times a year, in a 50-minute Aspirations Period.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."

Woodside High School has placed great emphasis upon the needs of the long-term English Learner population, as well as the needs of students who qualify for Title I services. 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, 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 over the last five years from 40% in 2007-08 to 53% this year. Students included are those with disabilities, migrant children or limited English proficient students (English Learners). We now receive additional funding for students meeting this criterion.

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.

Our 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 the current school year, Hispanic students comprise 59% of the total population.

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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)

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)

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 2011-2012 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 gradce administration, will increase by a minimum of 5% over 2011-2012 baseline.

SCHOOL GOAL #5
Those English Language Learners consistently enrolled in WHS courses during 2012-13 will advance at least one level of proficiency as measured by the total score on the fall 2012 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 2011-2012 baseline.

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School Mission and Vision

"All Woodside High School Students can and will learn"

WASC Accreditation History

Woodside High School last renewed its accreditation during the 2011-2012 school year, and the visiting committee awarded the school with a maximun 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.

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Expected Student Learning Results (ESLRs)

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 ACCOMPLISHEMNT
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 those choices.

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

Community Background and Influences

Woodside High School, home of the Wildcats, has been serving the communities of the mid-peninsula 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 1,700 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 mid-peninsula 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. Because the district has an open-enrollment policy where one in four freshmen choose to attend other than their home school, WHS does outreach through parent tours and student shadowing.

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. Core departments are

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leading the change to the Common Core Standards with extensive staffdevelopment. 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.

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.

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, 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, 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.

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 UC/CSU "a-g" completion rates, grade point averages for freshmen, and school spirit.

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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.

Students

Our 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 the current school year, Hispanic students comprise 59% of the total population.

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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, Student Advisory, various task forces, Parent Advisory Group, Business Technology Academy, Green and Clean Academy, MESA, AVID, and Compass 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:

- Class Size Reduction
- Physics Equipment
- Website and PR Materials
- Field Trips
- Staff Development
- Students Offering Support (SOS) Program Technology Support
- Library e-Books
- Testing Coordination
- College and Career Center
- 40 Smart Boards
- Staff Development
- Tutoring Services
- Mental Health Counseling

In 2008, the Foundation shifted its focus to reducing class sizes in specific content areas in need of improvement. Each spring, the site administration presents CST performance data to the Foundation Board and 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. This is the tenth year that our Parent and Student Principal's Advisory Groups have been in operation. Parents and students meet once per month with the Principal to review current progress, issues and concerns.

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

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

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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.

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.

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 – 2005-2013

1. Demographics and Staff
- New Principal, Diane Burbank 2012-2013
- In the spring of 2007, Woodside High School was designated as a Title I school based upon the number of students that qualify for the Free and Reduced Lunch Program.
- The SUHSD identifies Title I students as any who are behind in credits, qualify for Free and Reduced Lunch, have failed CAHSEE, are EL or special education.
- Currently (2013-14) Woodside has 39% Title I students
- There has been a major shift in students receiving free/reduced lunch – now 53%.
- The school experienced a drop in total enrollment (increasing again recently).
- Budget reductions have resulted in a decrease in staff (one vice-principal, one guidance counselor, several support staff positions)

2. Curriculum and Academics
- Change in bell schedule means later start for more students
- Significant expansion of the art department (digital arts)
- Addition of Mandarin language classes
- Addition of Green Academy
- Expansion of math offerings – Summer Math Acceleration and A-Learn
- Increase in Advanced Placement offerings (e.g. AP European History, Computer Science)
- Addition of same-sex P.E. classes
- Implementation of English pod structure
- Addition of freshman Life Skills class
- Addition of Conceptual Chemistry/Chemical Analysis classes
- Implementation of Project Lead the Way (engineering)
- Restructuring of intervention classes
- Elimination of junior teams (English/History)
- Implementation of College Day and Woodside Writes

3. Quaglia Institute and aspirations work
- ESLRs to reflect the "8 Conditions" for student aspirations

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• Aspirations Leadership Team formed to work with Quaglia Institute

4. Program Improvement Update
• The SUHSD is in its fourth year of Program Improvement
• Woodside High School is in its second year of Program Improvement
• Woodside working with Action Learning Systems as its DAIT provider
• Implementation of the Essential Program Components (EPCs)

5. Special Education
• Revised placement procedures allowing more exposure to content standards
• Implementation of co-teaching

6. Professional development
• Action Learning Systems training – Direct Interactive Instruction
• Revised Wednesday collaboration schedule – collaboration 1 and collaboration 2 groups

7. Student Support and School Climate
• Safe School Ambassadors program implemented
• Addition of a second Leadership class
• Diminished sheriff presence on campus
• Implementation and expansion of C.A.T. program for mental health
• Addition of after school tutoring and mentoring programs

8. Technology
• New Career Technical Education (CTE) graduation requirement
• New student information system (Infinite Campus)
• Major revision and increased use of school website
• School Facebook page and Twitter feeds
• Laptop labs for several departments
• Smartboards have been installed in most classrooms
• Reduction in site technology coordinator position due to budget cuts

9. Facilities and Construction
• The Career and College Center has moved to the center of campus
• The school garden is an outdoor teaching station
• The science wing is now complete
• The B-wing has been renovated
• The new track house/team room is now complete
• Fitness lab is available to students and staff
Guidance Department Renovation (Completed fall 2013)
MUR Rebovation (Completed fall 2013)
(2) Science labs (spring 2014)
Weight Room Renovation
Dance Room Renovation

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.

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

- **Economic Impact Aid** (EIA) is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (ELs) and (2) compensatory education services for educationally disadvantaged students, as determined by the LEA applicant.
- **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).
- The **School Safety and Violence Prevention Act** establishes programs and strategies that emphasize violence prevention among children and youth in public schools.
- **Tobacco-Use Prevention Education** (TUPE) funds support health education efforts aimed at the prevention and reduction of tobacco use.
- **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 2008. New classes added to our offerings include:

- Robotics and Engineering I & II
- Audio Production I & II
- AP European History
- AP Computer Science
- 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
- Co-Teaching
- Mandarin I, II, III, IV, AP
- ELA Intensive Intervention
- Conceptual Chemistry
- Physics (9th graders)
- AP Calculus BC
- Finite Math
- Linear Algebra
- Multivariable Calculus
- Ordinary Differential Equations
- Increased AVID sections

Curricular Programs

Curricular programs at Woodside High School are designed to accommodate students with diverse

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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.

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

MESA (Mathematical, Engineering and Science Achievement)
AVID (Advancement Via Individual Determination)
Compass Program (Incoming Freshmen)
Freshman Transition
KLEAR
SOS (Students Offering Support)
Conflict Mediation
Advanced Placement/Honors Courses
Business Technology Academy
Concernment (Student Study Team)
Concurrent Enrollment (Community College)
Phoenix Program (Attendance and Opportunity)
Special Education (RSP)

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Migrant Education
ELL (English Language Learners) Department
GATE (Gifted and Talented Education)
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
CAHSEE Tutoring
Academic Resource Center
Faculty Mentoring Program (Title I)
Summer Acceleration Courses in Mathematics (Geometry & Algebra II)
Summer Precalculus Bootcamp

Addendum

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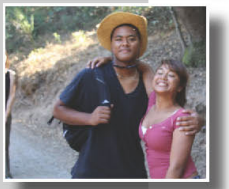
ESLRS

The "8 Conditions" for Student Success

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 Take Action

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

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Equal Opportunity School (EOS) WHS Preliminary Data Review

WHS is working with EOS to ensure we are providing access and support for underrepresented students in advanced placement courses (AP). We have administered the EOS survey to grade 10-12 and have begun to host staff meeting to discuss the impact of the results.

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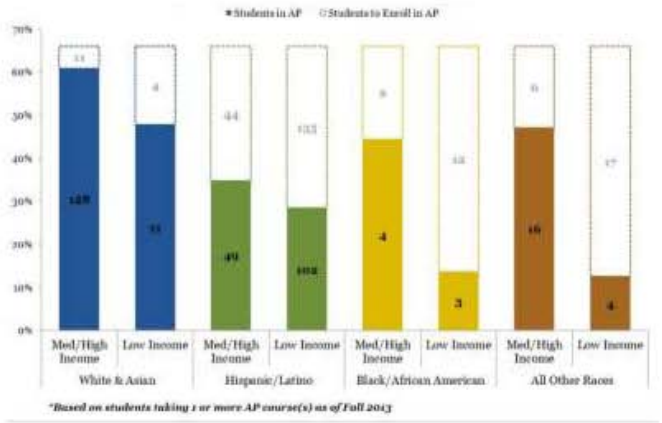
Equal Opportunity Schools Preliminary Data Summary
Woodside High School, Fall 2013

2014 Goal: Close Participation Gap & Boost AP Success



*Based on students taking 1 or more AP course(s) as of Fall 2013

Creating Opportunity for Woodside Students:

- 160+ Low income
- 175+ Latino
- 20+ Other ethnicity

Information

111 low-income students indicate they do not know what AP is

Expectations

512 students have two or more educators at Woodside who believe they would benefit from AP enrollment

36% of non-AP students plan to enroll next year (**302** students)

Asset

Percentage of Woodside students who want to go to college

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Chapter Two

Student / Community Profile: Overall Summary

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

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Implications of Data

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

The UC/CSU A-G rate reached an all-time high of 54% in 2010.
• Decreased in 2011 to 45% and increased slightly, to 46% in 2012 and 53% in 2013

WHS met schoolwide API Growth Targets in 2013 (first time since 2008).
- 2013 API sub-group growth:12 percentage points!
- Students with Disabilities – API decreased by 54 percentage points
- White – API continued to exceed the state target of 800
- SED, Hispanic, and EL – API increased

WHS Adequate Yearly Progress (AYP) Data
- WHS has not met AYP since 2008; however, WHS students have shown progress each year.
- WHS is in Year 4 of Program Improvement

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

Overall improvement over 3-years 32.5% to 45.4%
Hisp/Lat 20.2% to 29.2%
White 60% to 78.5%
Special Ed decrease 27.3% to 16.4%
SED 18.1% to 25.1%
Ravenswood 9.3% to 6.1%
Redwood City Increased
Other partners increased
AVID - Decreased 51.3% to 33.3%

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 (males 51%, females 43%)
- 40% of students say that bullying is an issue

Critical Needs

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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 2011-2012 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 2011-12 baseline.
4. Those English Language Learners consistently enrolled in WHS courses during 2012-13 will advance at least one level of proficiency as measured by the total score on the fall 2012 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 2011-12 baseline.Single Plan for Student Achievement

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 in March by all stakeholder groups in March 2013)
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)

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 program?

• How can we expand the AVID program to increase the number of under-represented students in our AS and AP classes?

• How can we measure improvements in the school culture beyond the My Voice surveys?

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• How can the school increase the number of students in all sub-groups who satisfy the A-G requirements, particularly those from underrepresented groups?

How can we implement the results of our EOS survey data?

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Chapter Three

Progress Report

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Progress Report

Overview of Progress Report
WASC 2012 Action Plan Progress Report

Woodside is a campus where diversity meets opportunity and recent 2012-2013 CST achievement indicates the academic arrows are tilted upwrad.

Woodside High School revised its mission, vision and goals during comprehensive process that ended with the adoption of a new mission/vision statement and new ESLRs in 2011. The SDMC, collaboration, department, student and parent groups all participated in the revision process.

Since the 2012 accreditation, WHS has remained focused on the Critical Areas of Follow-up and the six long-term action plans. These areas of follow-up and the subsequent action plans have served as a lodestone for the Shared Decision Making Council's short term annual goals and evaluations. WHS continues to evaluate the effectiveness of its programs and to institute innovative and collaborative instructional practices through the establishment of clear and practical short and long-term goals.

All stakeholders have a voice in the development, revision, and evaluation of the action plans and representatives from all stakeholder groups play a role in the decisions that affect teaching and learning. For this reason, WHS has been able to make significant strides in the eight critical areas for follow-up. All inclusive stakeholder participation has precipitated steady improvement and program enhancements. The following action plan progress reports are organized according to the specific steps listed in each action plan.

Achievement Gap Action Plan 2005-2011
This addresses the following Critical Areas for Follow-up: 1, 3, 6 and 8.

Woodside has worked hard to address its achievement gap, and while some areas have improved, it remains a critical academic need. Woodside does have the highest graduation rate in the district, the smallest percent of seniors who have not passed CAHSEE. Data also indicates that Woodside's number of socio-economically disadvantaged students is increasing along with numbers of students needing free/reduced lunch. In 2006, Woodside was identified as a Title I school. The largest middle school that feeds into Woodside, Kennedy Middle School, is currently in Program Improvement. These factors have a direct effect on the achievement gap and continue to challenge our efforts to close that gap. WHS is committed to the use of data in its programmatic decisions and instructional strategy selections.

A Study Center for students who have an unscheduled class was created and implemented in 2006-07 using private donation funds. The center was staffed with certificated employees from 2008-2010. Due to funding restraints, the Study Center has shifted its location to the school library where the mission continues today.

Administrators as well as the Guidance Department and the Bilingual Resource Teacher continue to

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provide parent educational workshops (English/Spanish) to inform parents about state standards, AYP/API performance and accountability expectations as well as tips to support students, including homework expectations and student planners. Additional activities include individual parent or guardian/student conferences, written materials (English/Spanish), and information in the Communicat as well as on the school website. The MESA/ AVID program does much to foster relationships between parents and teachers.

The Guidance Department meets with all students and parents for an individual review of their academic and behavior records as prescribed in the legislation. School counseling teams design interventions in response to data-driven needs of students in the areas of attendance, behavior or achievement. AB 1802 legislation did not fund a fifth guidance advisor this year, though the school has secured its own funding to retain a part time guidance advisor in the same capacity. The legislation prescribed that students who are identified as "at risk" meet with a counselor to ensure they know and understand requirements of legislation and alternative options available to them. In addition to these meetings, students also create and update four-year learning plans that emphasize the CSU/ UC A-G requirements.

All WHS teachers are expected to use the school website as a means to post homework assignments. This is also an avenue for communication amongst teachers, students and parents. Attendance and grade reports are also available via Infinite Campus. Planners continue to be given to students to encourage organization and provide resources for students and parents. Woodside continues to explore and publicize vocational training opportunities for all students. This includes mentoring opportunities and business partnerships/internships. The Business and Green Academies, Build, Foods/Hospitality and Work Experience programs provide students access to vocational training. Beyond this, the Science Department has developed an Engineering pathway. The Robotics Team is an excellent example of an active business partnership. Woodside has implemented many Career Technical Education (CTE) courses in conjunction with the San Mateo County Regional Occupational Program (ROP) including arts, digital photography, audio production, and web design.

Woodside High School continues to emphasize the importance of the utilization of SDAIE and other strategies in administrative teacher evaluations, in the TIPS training and assistance program to all new teachers, in its professional development opportunities and conference approvals, and within each department. Action Learning Systems has provided many professional development seminars for the staff that include Direct Interactive Instruction and other engagement strategies. The Bilingual Resource Teacher provides support for staff; this includes discussion of learning strategies. Teachers in the English Department have met to discuss the efficacy of the Read 180 and implement additional support curriculum like System 44 and a new 3D support curriculum. The Social Science Department has developed a year-long Modern European History course for the tenth-grade in an effort to provide a more reasonable amount of time to address the state content standards as well as literacy development. Math teachers meet in sub groups to review results of benchmark exams and develop supplementary curriculum related to CAHSEE. The math and English departments have many intervention programs including support classes and tutoring. The math department piloted an "ALearn" program to build skills in algebra over the summer.

The Phoenix/ Nova Net program provides an opportunity for students to earn credits and to work independently towards credit recovery. This program provides a viable option and/or supplement to traditional avenues of credit recovery such as summer school.

Efforts have been made to provide teachers with professional development focusing on best practices. Woodside teachers are participating in District efforts to implement the LEA Plan. The main objective is to close the achievement gap. State adopted texts for English and Algebra have

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been purchased for all students. In addition, students have been enrolled in support classes as needed for English/math. Math and English teachers have attended training for the curriculum as determined by the LEA plan. Action Learning Systems has trained key staff to improve reading, writing and critical thinking skills across the curriculum. All departments review data on student achievement and regularly discuss strategies to improve outcomes.

Professional development focusing on teaching diverse populations has been prioritized. Training and release days provide an opportunity for teachers to share strategies, review data, develop curriculum and evaluate student work. The academic coaches not only facilitate release days and serve as a resource for teachers in developing and sharing lesson plans, but they also train teachers in using technology as an educational tool. Data Director training is provided to assist teachers in using data to guide curriculum. In addition, the collaboration schedule has been revised to provide time for collaboration within and among departments.

Woodside continues to support existing small learning communities like the academies and the SLCs. The SLC for 9th- and 10th-graders has focused its efforts on providing appropriate instruction and using modified curriculum for students with special needs and those scoring Far Below Basic on the CSTs. The English and Social Studies departments continue to collaborate on the Senior Exhibition Project. Science and social studies teachers are participating in district curriculum collaboration for subject specific classes and the implementation of benchmarks in 2012-13. The World Language Department has been instrumental in the facilitation of an interdepartmental collaboration group for language development.

Basic study skills are emphasized at all levels of instruction. In the ninth grade, students are introduced to the use of Cornell Note-taking and MLA (Modern Language Association) Manuscript Format. The student planner provides both organizational and curricular tools to support this effort. More effort has been made to teach the implicit curriculum of learning how to learn.

Increased articulation with feeder schools has improved student placement at the ninth-grade level. The feeder schools provide WHS with the requisite data to accurately place students with rigorous and appropriate courses. Departments have provided transparent expectations to help feeder schools adjust curriculum to ensure preparation and a positive transition. WHS offers a shadowing program for eighth graders, and the principal conducts school tours on a regular basis. In addition, representatives from the administration and the guidance department attend informational nights at the feeder schools.

Consistent Practices Action Plan 2005-2011
This addresses the following Critical Areas for Follow-up:1, 2, 5, 6, 7 and 8

The school's use of data is a standard practice. Data Director is used by both teachers and administrators to analyze site programs and curriculum. At the District and site level, ample training opportunities are provided in Data Director. Teachers are given access to student demographic reports via Data Director for all of their classes. The IVP provides achievement data in forums for staff to analyze and discuss. An additional element to the teacher evaluation process focuses on using multiple measures, including data, to determine student accomplishment of the California standards.

The District fully implemented methods to inform parents of student performance.
Infinite Campus website allows for viewing teacher grade books, academic grading period report cards and attendance reports. Each teacher has his/her own page on the school web site where they

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post homework assignments and class reminders. In addition, attendance letters continue to be sent home. The District has an automatic auto dialer to phone homes of students who have been absent; this is also used for phone messages for other reasons.

A consistent practice goal is to continue to foster a spirit of pride and respect toward the campus and improve the learning environment through student incentives. Examples include school pride rewards (spirit points) contests for campus cleanliness, college sweatshirt day and assemblies. Respect has been fostered through the KLEAR program, the Culture and Climate Task Force and the Safe School Ambassador Program; counseling groups have evolved from these programs.

The Shared Decision Making/School Site Councils use a funding process to ensure student needs are met. All proposals are subject to the criteria determined by our site goals. The funding proposal form reflects these priorities. Program representatives routinely make presentations to SDMC for evaluative purposes.

Woodside has fully implemented a means to measure student attainment of the ESLRS. The ESLR Portfolio Assessment includes students of all grade levels as well as transcript notation that the requirement has been fulfilled as of the senior year.

Woodside continues to provide training and learning opportunities to communicate and model behavioral expectations in regards to respecting race, gender, culture, religious tolerance, or sexual orientation/differences. Super BOSA announcements, Mix-it-Up Day, Students Offering Support, GSA (Gay Straight Alliance) teacher workshops, Other Side of the Closet productions, public service documentaries, and other activities foster this.

Intra- and inter-department collaboration is fully supported. In 2009-2010 WHS implemented a collaboration structure with early release Wednesdays. Collaboration 1 groups are department-based and collaboration 2 groups are inter-departmental. Collaborative efforts involve all teachers of all departments, the library staff, technology support employees and other employees. Examples include library training, observation /evaluation processes, technology training meetings, release collaboration days, joint department meetings, release time to observe other teachers, task force meetings, Senior Exhibition Project assessment and planning meetings and ALS training.

Woodside staff continues to implement and monitor SDMC-approved school policies such as MLA Format, SEP, ESLR Assessment, Cornell Note Taking, Academic Integrity Policy, and dress code. The SDMC also facilitates an annual review and presentation of the schools mission, vision and goals.

Curriculum and Assessment Alignment to the Standards Action Plan 2005-2011
This addresses the following Critical Areas for Follow-up: 1, 2, 3, 4, 6, 7 and 8

In 2005-06, the district coordinated the process to obtain funds to provide State Board approved standards-aligned textbooks in all classrooms for students enrolled in the core courses with priority given to English (grades 9, 10), Algebra I, reading support, and support for English language learners. Teachers participated in mandatory staff development related to the new texts to assure appropriate implementation of the curriculum.

In 2011, as part of our program improvement status, all English I and II teachers have been retrained in Prentice Hall and Direct Interactive Instruction (DII) by Action Learning Systems, our DAIT provider. This process re-familiarized key staff with the state board of education approved materials. Through this effort, pacing guides have also been developed to ensure all students are

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exposed to key standards and curriculum.

Woodside teachers continue to collaborate in subject-area teams to develop curriculum for all courses with California Standards Tests. In addition, teachers evaluate assessment methods to ensure mastery of the curriculum. District-wide benchmark tests in English and math allow for analysis of student achievement and adjustment of curriculum and instruction. Social studies and science teachers will implement benchmark assessments in 2012-13.

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, additional support classes (e.g. reading, Algebra I Support, CAHSEE Math/ELA Prep), tutorials, and other programs. Intensive Intervention classes for grades nine and ten, and Strategic Intervention classes for grades nine through eleven were implemented in 2011-12 in accordance with ALS guidelines. 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. Woodside teachers in math and English have developed curriculum/pacing schedules to encourage 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. Woodside has the largest percentage of seniors who have passed CAHSEE of all of the District schools. Individual student performance results are shared with students at class assemblies.

The SLC teams, Intensive Intervention teachers, AIS teachers and SEP teachers collaborate to develop strategies of integrating curriculum as well as supporting positive behavioral expectations of students. The goal is to provide a rich and rigorous educational experience as well as promote mastery of skills needed to pass CAHSEE and CST exams.

Skills needed to pass CAHSEE are integrated into courses through intra and interdisciplinary curriculum collaboration including support programs such as special education, reading, MESA/AVID, EL and the Business Technology Academy. Math and English teachers of sophomores have developed supplementary assessments and materials to prepare students for the topics covered on CAHSEE. Multiple measures indicate writing across the curriculum must continue to be emphasized.

Academic coaches, in collaboration with district math and English resource teachers and subject area teachers, evaluate the data by subject area to ensure alignment of curriculum. The district leadership facilitated the development of pacing schedules for English and math as initially mandated by Program Improvement. ALS and the district leadership coordinated the subsequent review, evaluation and revision of district wide English I and II pacing guides. Reading intervention strategies and state adopted reading programs have been adopted.

Staff development days as well as school release days and scheduled collaboration time allow staff to review standards and student work. The District has also hosted staff development and collaboration for teachers of specific disciplines. Through these efforts, intervention strategies, such as after school tutorials like the semi-compulsory Title I mentoring and specific support classes have been instituted and refined.

The Shared Decision Making Council facilitates the identification of consistent practices to support increased numbers of students reaching academic goals. Goals include increasing the number of proficient scores on standardized tests, of students meeting UC/CSU (A-G) requirements, of underrepresented students enrolling in advanced placement courses.

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Woodside High School is successfully completing all required Program Improvement intervention strategies. The Woodside master schedule/student schedules reflect intervention programs in English and math for students who enter high school with below grade level skill levels in English and math. Some examples are: additional class time/instructional minutes, tutorials and other interventions. Data reflect that students who receive additional support, tutorials, and interventions do improve skills. Challenges include finding effective means to deal with chronic truants and serious behavior problem students who have low skills. Woodside has developed formal processes to ensure that performance data is shared in many forums, including but not limited to SDMC/SSC, department chair, Principal's Advisory, ELAC, department, subject-area council and task force meetings. Data Director is used to monitor individual/group performance. Staff development and department time have been devoted to reviewing student work and achievement. The collecting and evaluating the work of EL students with different CELDT levels is a good example of this.

ELL (English Language Learners) Action Plan 2005-2011
This addresses the following Critical Areas for Follow-up: 1, 2, 3, 4, 6, 7 and 8
Beginning in 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, CAHSEE, etc. according to AYP regulations. Data Director and Infinite Campus allow 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 and Bilingual Resource teacher (BRT) provide opportunities for on-going staff development on SBE approved ELD/SDAIE instructional materials as well as EL curriculum (including best practices), diagnostic assessments, and Data Director. 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 curriculum.

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 of SDAIE students collaborate to prepare English learners for common research and writing projects. All teachers of English learners review grades, credit, placement, review CST standards, and share best practices and literacy strategies. They collaborate to share pullout and tutoring strategies for CAHSEE. The school has developed ELD curriculum guides, benchmark exams, 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.

Data Director and Infinite Campus allow staff to have access to EL student information as well as other data; the information drives collaboration meetings and identification of students who need targeted interventions. All teachers have been trained to use Data Director; in addition, ELD

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teachers meet to review student performance data and to align the diagnostic profile with ELD CSTs. EL student information from middle schools is more complete than the past. To maintain AMAO accountability, an EL student information database was created. Release time is used to analyze EL student performance data, grades, AMAO test results, writing samples and provide opportunities for peer coaching. All teachers are engaged in the collection of student work with particular attention to supporting the increase from CELDT level 3 to level 4.

Systematic collaboration of the Bilingual Resource Teacher 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 skills.

Woodside increases 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 teacher. 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.

The Bilingual Resource Teacher continues to redesignate ELs to FLUENT English Proficient with on-going monitoring. The District has revised redesignation criteria, increasing the English CST score. In 2005-06 Woodside reclassified 50 students (12.9% of ELs) to Fluent English Proficient. Last year 35 students were re-designated.

Woodside continues a team approach to literacy. WHS has embedded literacy instruction across all disciplines, and continues to differentiate instruction for English Learners, e.g. Intensive Intervention classes, READ 180 or other state-approved intervention programs for reading. Ninth grade teachers, ELD teachers, EL Department meetings, and teachers of support classes are examples of these team groupings.

Woodside was part of a district ELD taskforce to implement new ELD standards aligned curriculum and common assessments. Intra and inter-disciplinary collaboration and consistent instructional strategies and expectations exist but will be more consistent with the results of the taskforce. The EL Department meetings are a forum to disseminate standards. Colleagues observed classes during Categorical Program Monitoring visits. The completion of this task led to pacing guides, the selection of the Milestones curriculum, benchmarks and professional development.

The District and the Bilingual Resource Teacher effectively communicate expectations of the ELD program, school-wide personal support services, assessment summary results, profile of EL student progress to all stakeholders. Evidence includes the Early College Outreach Parent Program, the English Learner Advisory Committee, letters to parents that include test results, and staff access to Data Director information. An on-going goal is to increase EL parent access to Infinite Campus and school website information through trainings, increasing parent contacts using a bilingual instructional associate, and exploring means to increase computer access for Title I students.

Literacy Action Plan 2005-2011
This addresses the following Critical Areas for Follow-up: 1, 2, 3, 4, 6, 7 and 8

Time and resources for grade level collaboration, based on student performance data for instructional planning purposes, are being provided. Teachers have release time for collaboration meetings (early release Wednesdays) as well as release days for inter and intradepartmental collaboration (grade level, EL). This has been so successful that teachers hope for more release time

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in the future. The district has facilitated release days to work on curriculum and assessment in the core departments.

In addition, the school formed a literacy task force, "The Write Stuff," whose stated objective is "to contribute to the WASC process in the area of literacy." This group has created a school-wide writing assessment that was given to all students on the same day and will be evaluated by all staff using a common rubric. At the moment, the English department engages in a school-wide writing assessment centered upon the summer reading assignments; this new school-wide (Woodside Writes) writing assessment will involve all staff rather than the English department alone. The task force will lead the evaluation of the writing assessment and is planning other activities to support the Woodside Writes effort.

All teachers have access to the necessary materials and training needed to implement consistent and best practices school-wide. Teachers are provided state of the art technological tools to encourage full-student engagement. Our intensive intervention classes use Read 180, System 44 and a new 3D program with lessons and assessments. The majority of classrooms are equipped with Smart Boards, and some teachers utilize CPS clickers to check for immediate understanding. Regular training is offered to support teachers in the use of these tools. In addition, ALS has provided training to support literacy and engagement. SSR has done much to emphasize the importance of reading on a daily basis. All staff members and students participate in this twenty minute period of time that has been worked into the daily bell schedule.

Woodside High School maintains and implements a regular process by which teachers and administrators review student performance data. Teachers and administrators evaluate and modify teaching strategies based on data provided by Data Director, AP test results and the examination of collaborative assessments such as the SEP and the ESLR assignments (new assessment being developed with new ESLRs). Other relevant data include the school-wide summer reading essay assessment, CST clusters related to literacy, and CAHSEE practice exams. Furthermore, the English department requires six process writing assignments per semester.

SDAIE and other support instructional strategies are prioritized in all subject areas. Training in SDAIE methodologies has been offered at the District and site level. WHS boasts a large number of CLAD-trained.

The SDMC, administration, and teachers ensure that students with reading difficulties or disabilities have the opportunity to receive intensive, systematic teaching and practice learning skills and strategies needed to meet the standards using State Board of Education approved materials. Multiple measures are used to identify students who need ELA support; Data Director and other sources are used to compile the information. WHS provides support and intervention classes for underperforming readers; additionally, we provide specialized pull-out classes focusing on the requisite literacy skills for passing the CAHSEE. Reading teachers are provided with tips, lesson plans, and pacing guides to help with the implementation. Teachers are given professional development opportunities with the English coach to implement scaffolded, differentiated instruction with Smart Board technology and other teaching materials.

The school has developed a process to ensure that all teachers use a variety of quality instructional strategies when differentiating the curriculum to meet the literacy needs of all students, particularly English learners. Teachers using new texts such as Prentice Hall, have been trained to use a variety of strategies and student achievement data to increase the number of, students reaching proficient/ advanced scores on the CST. Data suggest that there is a continuing need for instructional strategy training. We are now working with ALS to provide training in DII for all staff.

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Our goal is to provide consistent, systematic, and on-going literacy training for staff. Woodside is implementing The LEA plan for Program Improvement and increased literacy and is working the district to continue efforts to evaluate the programs currently in place.

The goal to communicate grade-level expectations for students by providing a short curriculum summary and a copy of the content standards in English and Spanish to all parents is met through a variety of sources such as: school web site, syllabi, Parent Institute, ELAC, Infinite Campus, Communicat, PTSA, guidance department events and hand-outs.

Program Improvement: Addendum to the Action Plans 2005-2011

Program Improvement implementation for Sequoia District resulted in a new LEA plan whereby students whose skills in English or math are below basic or far below basic receive additional support classes in grades 9 and 10. The SUHSD re-entered Program Improvement during the 2007-2008 school year. At this time, Woodside High School was designated a Title I school. WHS entered Program Improvement during the 2010-2011 school year. Woodside is working with Action Learning Systems (ALS) as its District Assistance Intervention Team (DAIT). As per DAIT mandate, students who are reading below the 6.5 grade level are enrolled in a two-period Intensive Intervention program based on Read 180 and some newer programs. Students who have support classes have lost access to electives in grades 9 and 10. This has resulted in changes in the master schedule.

The implementation of Data Director, along with staff training to use it, provides a means to measure student progress and to identify students who need intervention. Ninth and tenth grade data and progress in monitored closely. It is apparent that Woodside needs to target more support for students with disabilities, socio economically disadvantaged, and English language learners in order to meet the challenge of higher targets for the future. The recent addition of Title I support services will help. Along with pull outs for students who have not passed CAHSEE ELA to provide one-on-one tutoring, special education teachers are increasing CAHSEE support in study skills classes. Math Recovery, along with supplementary tutorials, helps students who have not passed CAHSEE math. Title I funding at Woodside provides additional services for students that were not available previously.

Report on School-Wide Action Plan Progress

The WHS Sharded Decison-Making Council is charged with monitoring the progress of the school wide action plans. In November of 2012, the SDMC and SSC made adjustments to the school wide action plans.

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Chapter Four

Self-Study / Needs Assessment

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. Additional Data
i. School-wide API and AYP Data
j. School-wide Needs Assessment
k. Math Student Achievement Data Collection and Analyses
l. Addendum
m. Math Needs Assessment
n. ELA Student Achievement Data Collection and Analyses
o. Addendum
p. ELA Needs Assessment
q. Science Student Achievement Data Collection and Analyses
r. Addendum
s. Science Needs Assessment
t. History-Social Science Student Achievement Data Collection and Analyses
u. Addendum
v. History-Social Science Needs Assessment

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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

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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)

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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.

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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 High School
www.Twitter.com/WoodsideHS
Parent Advisory
Athletic Boosters
Drama Boosters
Music Boosters
WHS Foundation
Leadership Class Requirements
Bilingual Parent Coordinator
Bilingual Resourse 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.

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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

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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

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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

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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

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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

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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 (self-worth, 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

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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-

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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

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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.

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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 for Growth
Embedded in Report	Embedded in Report

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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- six 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)

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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

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• 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.

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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

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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

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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

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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.

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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

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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

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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

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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

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

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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.

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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

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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

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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

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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

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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 co-operating

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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

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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

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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

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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
Robotics
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

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Standards-Based Student Learning: Instruction

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

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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

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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.

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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

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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 Socio-economically 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

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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

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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

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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

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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

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the data, and reports 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

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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

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

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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

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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/cocurricular 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."

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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.

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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

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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

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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

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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.

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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
Data Director

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
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.

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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.

Supporintg 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

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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

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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. Implementation of mental health support for students. Reduction in the number of suspensions and expulsions from 2010 to present.	Continue to increase student voice on campus. Increase student participation in co-curricular activities. Mitigate the amount of trash, abusive language, bullying and harassment on campus.

Addendum

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WHS Robotics and Engineering Team 100

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WHS Short Term Goals # 3 and # 4

SDMC/SSC - Data Update

October 14, 2013

WHS Short Term Goal # 3

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 2011-2012 baseline.

SCHOOL YEAR	Percentage of Graduates Completing UC/CSU "A-G" Requirements
2012-2013	53% *
2011-2012	49%
2010-2011	47%

*** Submitted to Cal Pads (CBEDS) October 2, 2013**

WHS Short Term 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 2011-12 baseline.

March CAHSEE Grade 10 School Year	% of Students 380 Above ELA	% of Students 380 Above MATH
2012-2013	64%	61%
2011-2012	56%	54%

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WHS Short Term Goal # 5 - Data Review

5. Those English Language Learners consistently enrolled in WHS courses during 2011-12 will advance at least one level of proficiency as measured by the total score on the fall 2012 California English Language Development Test (CELDT).

Annual Measurable Achievement Objective (AMAO)

AMAO 1 – Annual Growth

The required percentage of English learners (ELs) making annual progress in learning English is **56 percent**.

	# of Annual CELDT Takers	# in Cohort	% with Prior CELDT Scores	# met AMAO 1	% met AMAO 1
SUHSD	1,382	1,287	93.1%	742	57.7%
WHS	327	311	95.1%	175	56.3%

Notes:

AMAO 2 – Attaining English Proficiency - Less than 5 years in the US

The required percentage of ELs who have been in English language instruction educational programs for less than five years attaining English proficient level is **20.1 percent.**

	# in Cohort	# Attain Eng. Prof Level	% Attain Eng. Prof Level
SUHSD	256	59	23.0%
WHS	49	10	20.4%

Notes:

AMAO 2 – Attaining English Proficiency - 5 years or more in the US

The required percentage of ELs who have been in English language instruction educational programs five years or more attaining English proficient level is **45.1percent**

	# in Cohort	# Attain Eng. Prof Level	% Attain Eng. Prof Level
SUHSD	1,166	585	50.2%
WHS	287	142	49.5%

Notes:

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Woodside High School

9th Graders Earning 50 or More Units with Cs or Better (No Ds or Fs)

Groups	2010-11 *Enrollment	2010-11 50 Units or More		2011-12 *Enrollment	2011-12 50 Units or More		2012-13 *Enrollment	2012-13 50 Units or More	
District/School									
District	1976	888	44.9%	2038	937	46.0%	2030	1034	50.9%
Woodside	397	129	32.5%	465	166	35.7%	474	215	45.4%
Ethnicities									
African American	10	3	30.0%	21	5	23.8%	10	2	20.0%
Asian	14	8	57.1%	10	7	70.0%	13	11	84.6%
Hispanic/Latino	258	52	20.2%	277	56	20.2%	284	83	29.2%
Pacific Islander	6	1	16.7%	17	4	23.5%	14	3	21.4%
Two or More	6	2	33.3%	15	9	60.0%	16	9	56.3%
White	105	63	60.0%	123	83	67.5%	135	106	78.5%
Special Populations									
Special Ed	55	15	27.3%	63	22	34.9%	55	9	16.4%
SocioEc Disadvan	243	44	18.1%	280	52	18.6%	263	66	25.1%
English Learner	121	15	12.4%	111	10	9.0%	83	13	15.7%
RFEP	104	28	26.9%	105	28	26.7%	132	42	31.8%
Migrant	12	1	8.3%	8	1	12.5%	32	1	3.1%
Partner Schools									
Ravenswood	54	5	9.3%	58	6	10.3%	49	3	6.1%
Redwood City Hoover/Garfield	28	4	14.3%	27	4	14.8%	29	5	17.2%
Redwood City Other	194	64	33.0%	267	94	35.2%	292	133	45.5%
Other Partners	30	21	70.0%	45	36	80.0%	50	38	76.0%
Programs									
AVID	39	20	51.3%	38	21	55.3%	57	19	33.3%
Compass	106	14	13.2%	91	23	25.3%	76	14	18.4%
BUILD	13	4	30.8%	14	9	64.3%	17	6	35.3%

*Enrollment based on May 30th student enrollments at the end of each school year

Educational Services
Research and Evaluation

Data used is from Infinite Campus

October 2013

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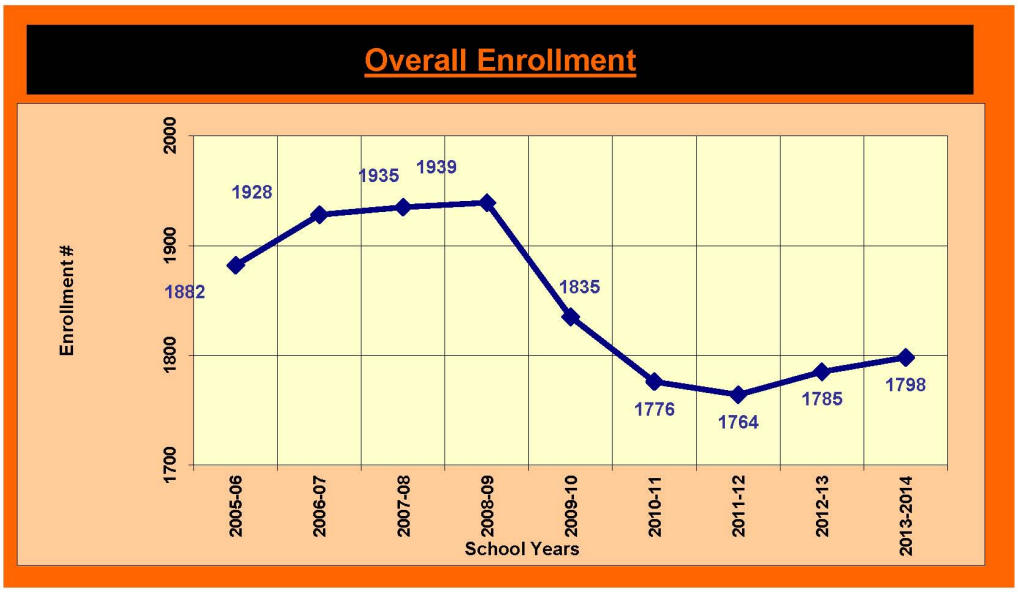
Woodside High School

Enrollment Over Time



Educational Services Division
Research and Evaluation

November 2013

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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 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.

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/dataquest.

Figure 4.7.1 Teacher Credentials

Teachers	School		District	
	2012-13	2013-14	2012-13	2013-14
With Full Credential	100%	100%		
Without Full Credential	0%	0%		
Teaching Outside Subject Area of Competence	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.

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Figure 4.7.2 Percent of Classes In Core Academic Subjects

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 collaborate on a weekly basis, every Wednesday afternoon. Our teachers are constantly open to improving their skills.
The SUHSD offers several opportunities for staff to participate in professional development. In 2011, as part of our program improvement status, all English I and II teachers have been retrained in Prentice Hall and Direct Interactive Instruction (DII) by Action Learning Systems, our DAIT provider. This process re-familiarized key staff with the state board of education approved materials. Through this effort, pacing guides have also been developed to ensure all students are exposed to key standards and curriculum. In 2012-2013, as part of our program improvement status, all science, math and social science teachers have been trained in Direct Interactive Instruction (DII).

Woodside teachers continue to collaborate in subject-area teams to develop curriculum for all courses with California Standards Tests. In addition, teachers evaluate assessment methods to ensure mastery of the curriculum. District-wide benchmark tests in English, math, science, and social science allow for analysis of student achievement and adjustment of curriculum and instruction.

Co-teachers, Intensive Intervention teachers, AIS teachers and SEP teachers collaborate to develop strategies of integrating curriculum as well as supporting positive behavioral expectations of students. The goal is to provide a rich and rigorous educational experience as well as promote mastery of skills needed to pass CAHSEE and CST exams.

Skills needed to pass CAHSEE are integrated into courses through intra and interdisciplinary curriculum collaboration including support programs such as special education, reading, MESA/ AVID, EL and the Business Technology Academy. Math and English teachers of sophomores have developed supplementary assessments and materials to prepare students for the topics covered on CAHSEE. Multiple measures indicate writing across the curriculum must continue to be emphasized.

Instructional coaches, in collaboration with subject area teachers, evaluate the data by subject area to ensure alignment of curriculum. The district leadership facilitated the development of pacing schedules for English and math as initially mandated by Program Improvement. ALS and the district leadership coordinated the subsequent review, evaluation and revision of district wide English I and II pacing guides. Reading intervention strategies and state adopted reading programs have been adopted.

Staff development days as well as school release days and scheduled collaboration time allow staff to review standards and student work. The District has also hosted staff development and collaboration for teachers of specific disciplines. Through these efforts, intervention strategies, such as after school tutorials like the semi-compulsory Title I mentoring and specific support classes have been instituted and refined.

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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, 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 over the last five years from 40% in 2007-08 to 58% this year. Students included are those with disabilities, migrant children or limited English proficient students (English Learners).

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 44% of Woodside's total population, and in the current school year, Hispanic students comprise 59% of the total population.

Figure 4.7.3 Percent of Total Enrollment

Group	Percent
African American	03%
American Indian or Alaska Native	004%
Asian	02%
Filipino	001%
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%

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:
English I - 22 ave. class size
English II - 26 ave. class size
Algebra II - 28 ave. class size
USH - 28 average class size
Algebra I - 25 average class size

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ENROLLMENT

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 44% of Woodside's total population, and in the current school year, Hispanic students comprise 59% of the total population. Since 2007 WHS has seen a steady decline in enrollment.

Figure 4.7.8 2012-2013 School Enrollment by Grade

Grade	Male	Female	Total
9th Grade	224	241	465
10th Grade	234	244	478
11th Grade	226	229	455
12th Grade	192	177	369
Total	876	891	1767

SPECIAL EDUCATION ENROLLMENT FIGURES

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 tecahers for the past three years in math, science, and English. The SUHSD has embraced co-teaching models, thus becoming an inclusive entity.

Figure 4.7.9 Special Education Enrollment Figures

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

GRADUATION RATES/DROPOUT RATE

WHS is proud of their low drop out rate; less than 1% of students are considered drop outs.

Figure 4.7.10 Graduation and Dropout Rates

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Graduates (#)	331	343	373	361	360
Graduation Rate (%)	72%	82%	82%	84%	86%
Dropouts (#)	6	14	13	6	3
Dropout Rate (%)	0%	1%	1%	1%	1%

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UC/CSU COURSES

97% of 2013 WHS graduates attend colleges and universities; 46% attend 4-year colleges/ universities and 51% attend 2-year colleges.

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

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 prepatory core content classes, unless they are eligible for intervention courses

Figure 4.7.11 Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	89%
Graduates Who Completed All Courses Required for UC/CSU Admission	53%

SUSPENSION/EXPULSION

WHS High School has a formal 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, community service, suspension, expulsion, alternative placement, and possible Police Department involvement. The number of suspensions and explusions has decreased dramatically in 2011, this is largley due to the school's ability to offer services to students that exhibit behavior which needs assistance.

Figure 4.7.12 Suspension & Expulsions Rates

Rate	School			District		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Suspensions	23.1%	11%	11%	18.9%	14%	
Explusions	1.6%	.01%	.01%	1.2%	.05%	

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, 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, reclassifying students and following up with reclassified students. The BRC explains the

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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 2012-13, Woodside High School's total population of English Learners has decreased from 440 to 400. 59 EL students are served in our ELD program. All students in our ELD classes receive content area LEP classes. Approximately 300 of our EL students have been in US schools for five or more years and are in English Support classes if they receive FBB or BB on the CST. **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, CAHSEE, etc. according to AYP regulations. Data Director and Infinite Campus allow 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 curriculum.

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, review CST standards, and share best practices and literacy strategies. The school has developed ELD curriculum guides, benchmark exams, 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 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.

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CELDT

The percentage of WHS students meeting annual growth targets is 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. The number of 12th-grade students meeting the CELDT criterion for English proficiency increased 2010-11 to 2011-12

The number of 11th-grade students meeting the CELDT criterion for English proficiency increased 2010-11 to 2011-12.

Beginning in 2010-11, Woodside has heterogeneously grouped its long-term EL students.

Figure 4.7.14 CELDT Student Counts by Grade Level

CELDT Level	9th Grade		10th Grade		11th Grade		12th Grade	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	8		8		10		12	
Early Advanced	47		44		40		25	
Intermediate	41		40		29		17	
Early Intermediate	11		10		7		8	
Beginning	8		4		5		5	
Total Students	115		106		91		67	

SAT I

Figure 4.7.16 SAT I Test Results- Seniors

		2008-2009	2009-2010	2010-2011	2011-2012
Grade 12 Enrollment	Woodside High	454	416	453	448
	California	473,671	475,540	486,549	493,947
% Seniors Tested	Woodside High	45	42	42	41
	California	34	33	37	39
Average Critical Reading	Woodside High	508	513	515	514
	California	495	501	495	491
Average Math	Woodside High	505	523	510	531
	California	513	520	513	510
Average Writing	Woodside High	502	522	507	520
	California	494	500	494	491

*Critical Reading/Writing in 2005-2006 version of the SAT

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Additional Data

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.

Figure 4.8.1 ADA - Annual Percentage Rates

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
95%	92%	92%	93%	95.7%

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AP/HONORS

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 require 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.

Figure 4.8.3 Advanced Placement Data

	2009		2010		2011		2012		2013	
	% Passing	# Students	% Passing	# Students	% Passing	# Students	% Passing	# Students	% Passing	# Students
Biology	65	35	26	23	56	32	63	33	50	20
Calculus	67	37	35	42	46	64	40	76	47	70
Chemistry					0	1	0	1	100	2
Chinese Language and Culture					100	1			100	1
Computer Science									25	16
Eng. Lang./Comp	73	67	77	80	68	90	67	104	53	89
Eng. Lit/Comp	47	84	66	75	72	72	72	88	56	93
Environmental	49	55	54	50	70	31	51	79	37	70
European History			57	28	46	54	48	27	50	28
French Language	16	12	0	12	9	11	40	15	37	16
German Language	100	1								
Latin/Vergil			100	1	0	4	50	2	12	8
Physics C	36	22	55	34	54	33	28	25	33	33
Spanish Lang	69	78	80	115	80	108	89	68	80	86
Spanish Literature	68	19	52	21	79	19	65	20	75	16
Statistics	54	24	62	21	46	30	44	43	22	67
Studio Art	100	1			100	1	100	1		
US History	42	54	42	47	44	43	45	57	34	43
World History					0	2				

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WHS Short Term Goal # 5 - Data Review

5. Those English Language Learners consistently enrolled in WHS courses during 2011-12 will advance at least one level of proficiency as measured by the total score on the fall 2012 California English Language Development Test (CELDT).

Annual Measurable Achievement Objective (AMAO)

AMAO 1 – Annual Growth

The required percentage of English learners (ELs) making annual progress in learning English is **56 percent**.

	# of Annual CELDT Takers	# in Cohort	% with Prior CELDT Scores	# met AMAO 1	% met AMAO 1
SUHSD	1,382	1,287	93.1%	742	57.7%
WHS	327	311	95.1%	175	56.3%

Notes:

AMAO 2 – Attaining English Proficiency - Less than 5 years in the US

The required percentage of ELs who have been in English language instruction educational programs for less than five years attaining English proficient level is **20.1 percent.**

	# in Cohort	# Attain Eng. Prof Level	% Attain Eng. Prof Level
SUHSD	256	59	23.0%
WHS	49	10	20.4%

Notes:

AMAO 2 – Attaining English Proficiency - 5 years or more in the US

The required percentage of ELs who have been in English language instruction educational programs five years or more attaining English proficient level is **45.1percent**

	# in Cohort	# Attain Eng. Prof Level	% Attain Eng. Prof Level
SUHSD	1,166	585	50.2%
WHS	287	142	49.5%

Notes:

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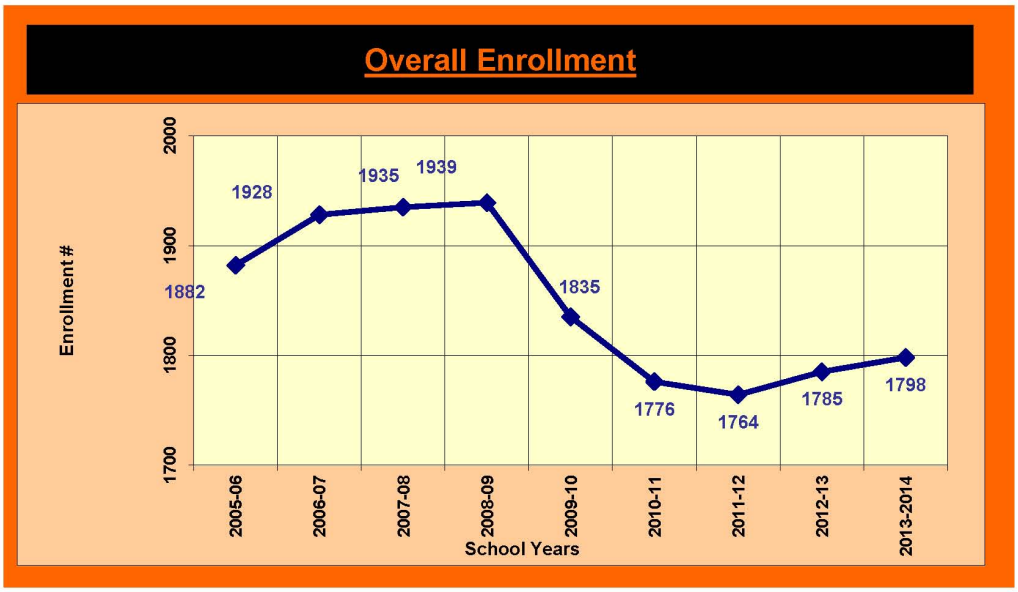
Woodside High School

Enrollment Over Time



Educational Services Division
Research and Evaluation

November 2013

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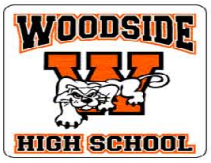

Woodside High School

9th Graders Earning 50 or More Units with Cs or Better (No Ds or Fs)

Groups	2010-11 *Enrollment	2010-11 50 Units or More		2011-12 *Enrollment	2011-12 50 Units or More		2012-13 *Enrollment	2012-13 50 Units or More	
District/School									
District	1976	888	44.9%	2038	937	46.0%	2030	1034	50.9%
Woodside	397	129	32.5%	465	166	35.7%	474	215	45.4%
Ethnicities									
African American	10	3	30.0%	21	5	23.8%	10	2	20.0%
Asian	14	8	57.1%	10	7	70.0%	13	11	84.6%
Hispanic/Latino	258	52	20.2%	277	56	20.2%	284	83	29.2%
Pacific Islander	6	1	16.7%	17	4	23.5%	14	3	21.4%
Two or More	6	2	33.3%	15	9	60.0%	16	9	56.3%
White	105	63	60.0%	123	83	67.5%	135	106	78.5%
Special Populations									
Special Ed	55	15	27.3%	63	22	34.9%	55	9	16.4%
SocioEc Disadvan	243	44	18.1%	280	52	18.6%	263	66	25.1%
English Learner	121	15	12.4%	111	10	9.0%	83	13	15.7%
RFEP	104	28	26.9%	105	28	26.7%	132	42	31.8%
Migrant	12	1	8.3%	8	1	12.5%	32	1	3.1%
Partner Schools									
Ravenswood	54	5	9.3%	58	6	10.3%	49	3	6.1%
Redwood City Hoover/Garfield	28	4	14.3%	27	4	14.8%	29	5	17.2%
Redwood City Other	194	64	33.0%	267	94	35.2%	292	133	45.5%
Other Partners	30	21	70.0%	45	36	80.0%	50	38	76.0%
Programs									
AVID	39	20	51.3%	38	21	55.3%	57	19	33.3%
Compass	106	14	13.2%	91	23	25.3%	76	14	18.4%
BUILD	13	4	30.8%	14	9	64.3%	17	6	35.3%

*Enrollment based on May 30th student enrollments at the end of each school year

Educational Services
Research and Evaluation

Data used is from Infinite Campus

October 2013

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School-wide API and AYP Data

API

WHS School has met its school wide API goals for the 2013 school year. The API goals of the Caucasian students were met for all of the past five years.

DATA SUMMARY OF API PREDICTIONS

Student achievement data was collected through the use of the CDE reporting Website. Information was filtered 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.

To analyze the school's academic performance over the target years of 2003–2012, the Academic Performance Index (API), results from the CST, and Adequate Yearly Progress (AYP) percent proficient, were used as the primary data sources. Data compiled in this report is used to provide a quantitative review of this individual school.

The majority of following analysis was done using results from the CSTs. Since there is a high degree of correlation between CST results, API, and AYP (Gerbrandt, 2007), we have confidence that the ELA and Mathematics proficiencies, as well as the ELA and Mathematics "Gap Analyses" accurately represent student academic achievement in this school. The graphs in this report represent a summary of the most significant findings in our analysis.

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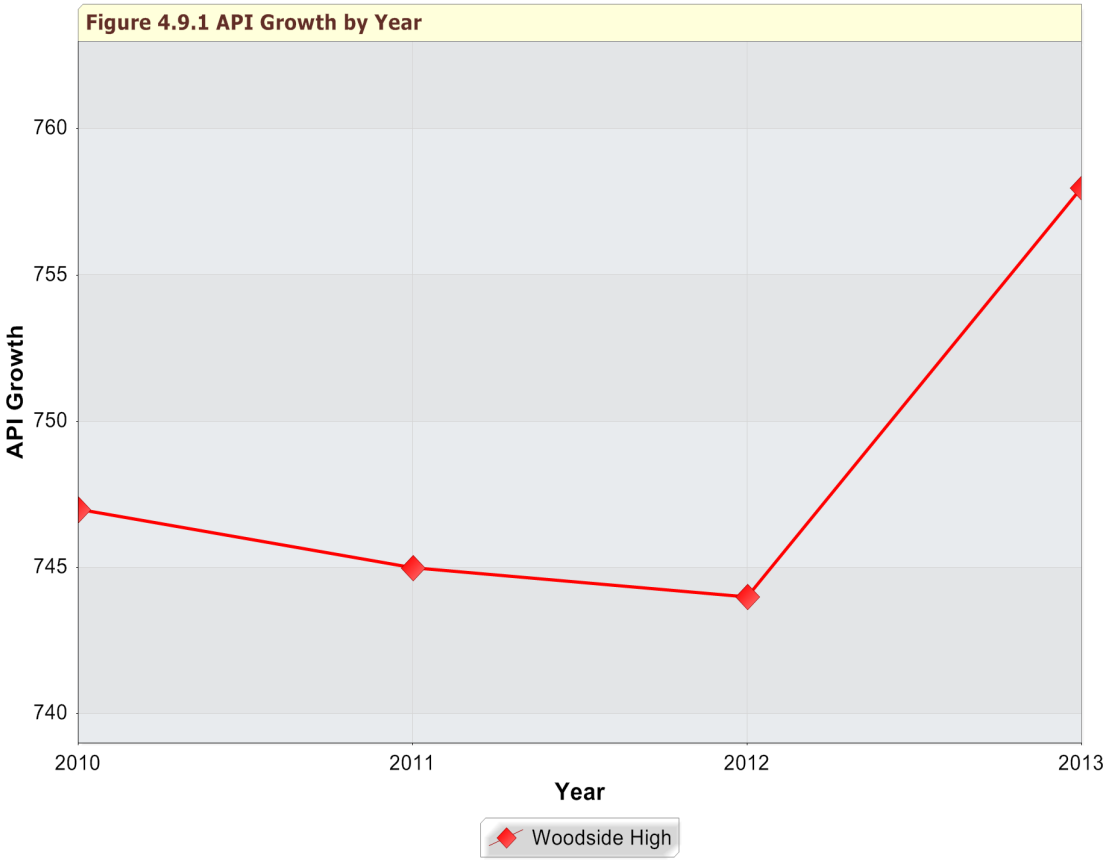
2010–2013 School Academic Performance Index (API)

Figure 4.9.1 provides the broadest picture of WHS student academic performance between 2005 and 2013. During this time period, WHS high school increased its respective API in 2013.



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Actual vs. Demographically Expected API

Schools in the greatest need of school improvement programs are not only low performing, but are underperforming compared to the API levels expected from their school (SCI) demographics. Schools showing the greatest successes in improving their performance are either greatly reducing their underperformance, or are consistently outperforming the API levels expected from their school demographics. Districts that are most successful in improvement of performances have a higher proportion of outperforming than underperforming schools.

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API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.
Woodisde High School's demographics have changed dramatically, since 2007. Our API scores and similar schools ranking,during the past three-years have decreased slightly.

Figure 4.9.3 API Ranks - Three-Year Comparison

API Rank	2010	2011	2012
Statewide	747	744	746
Similar Schools	9	7	6

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

- SED, and White - API increased
- Special Education - API increased
- All students in the school increased their overall API by 12 percentage points

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.

Figure 4.9.4 Actual API Change

Group	2010-11	2011-12	2012-13	2010 Growth API Score
All Students at the School	-4	1	12	
Hispanic or Latino	-6	6	2	
White (not Hispanic)	15	-1	27	
Socioeconomically	-16	10	5	
English Learners	-11	13	-9	
Students with Disabilities	6	-30	52	

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be

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found on the Standardized Testing and Reporting (STAR) Results Web page at star.cde.ca.gov.
Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.
WHS students continue to make steady gains on each section of the CST.

Figure 4.9.5

Subject	School			District			State		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	53%	53%	58%	57%	59%	64%	52%	54%	56%
Mathematics	26%	27%	26%	38%	41%	44%	48%	50%	51%
Science	52%	55%	51%	57%	63%	65%	54%	57%	60%
History-Social Science	44%	44%	44%	54%	57%	60%	44%	48%	49%

CST Results by Student Group: Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.
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.

Figure 4.9.6 Percent of Students Scoring at Proficient or Advanced

Group	ELA	Math	SCI	HSS
African American	40.00%	11.00%	0.00%	17.00%
American Indian	0.00%	0.00%	0.00%	0.00%
Asian	61.00%	41.00%	0.00%	50.00%
Filipino	87.00%	60.00%	0.00%	69.00%
Hispanic or Latino	46.00%	16.00%	36.00%	31.00%
Pacific Islander	22.00%	19.00%	0.00%	13.00%
White	83.00%	46.00%	84.00%	70.00%
Male	52.00%	26.00%	50.00%	44.00%
Female	64.00%	27.00%	52.00%	43.00%
Socioeconomically Disadvantaged	41.00%	16.00%	35.00%	26.00%
English Learner	18.00%	9.00%	12.00%	10.00%
Disabilities	37.00%	23.00%	33.00%	18.00%
Students Receiving Migrant Education Services	26.00%	11.00%	0.00%	31.00%

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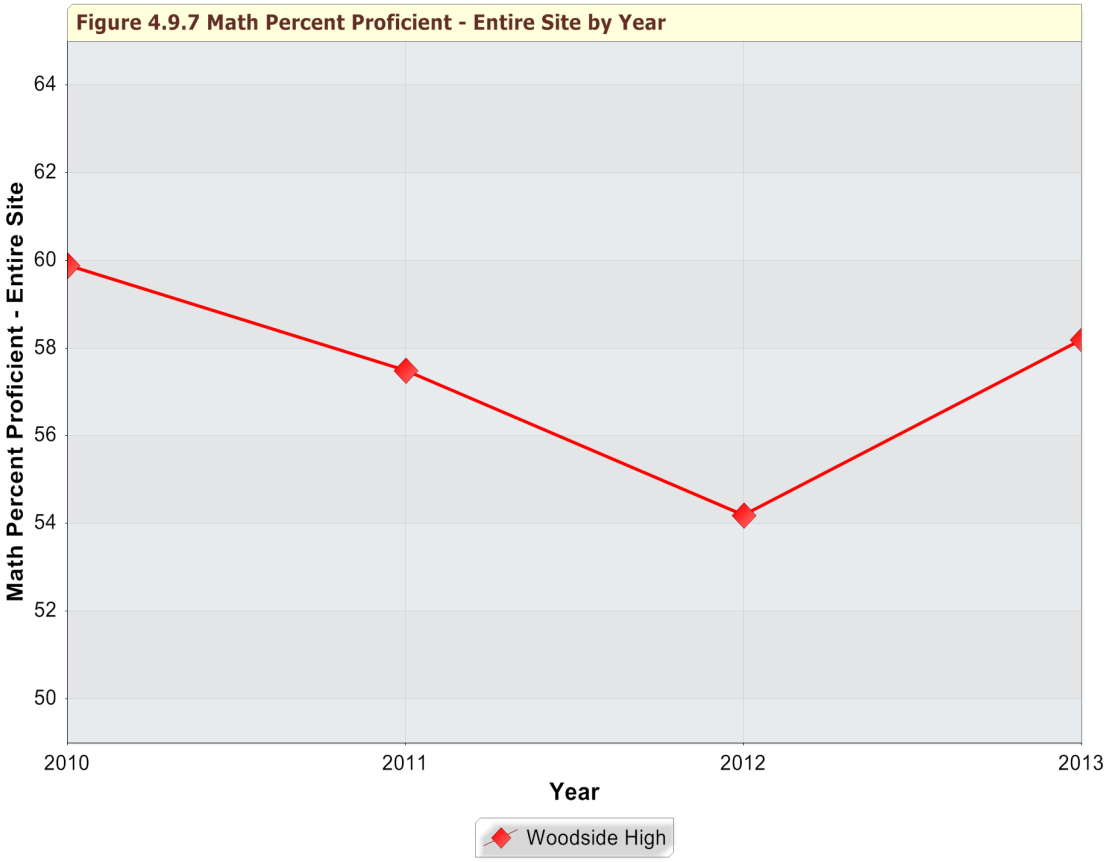
2010–2013 School-Wide Percent Proficient for ELA and Mathematics

CST or CAHSEE are the primary component in measuring AYP for a high standard. Indeed, a schools participation in program improvement is heavily weighted towards proficiency levels on this test. AYP uses a status-bar model, which means that a specific percentage of students must be proficient in order to meet the required criteria. In addition, for a district to meet the AYP criteria, all significant subgroups must meet this goal.

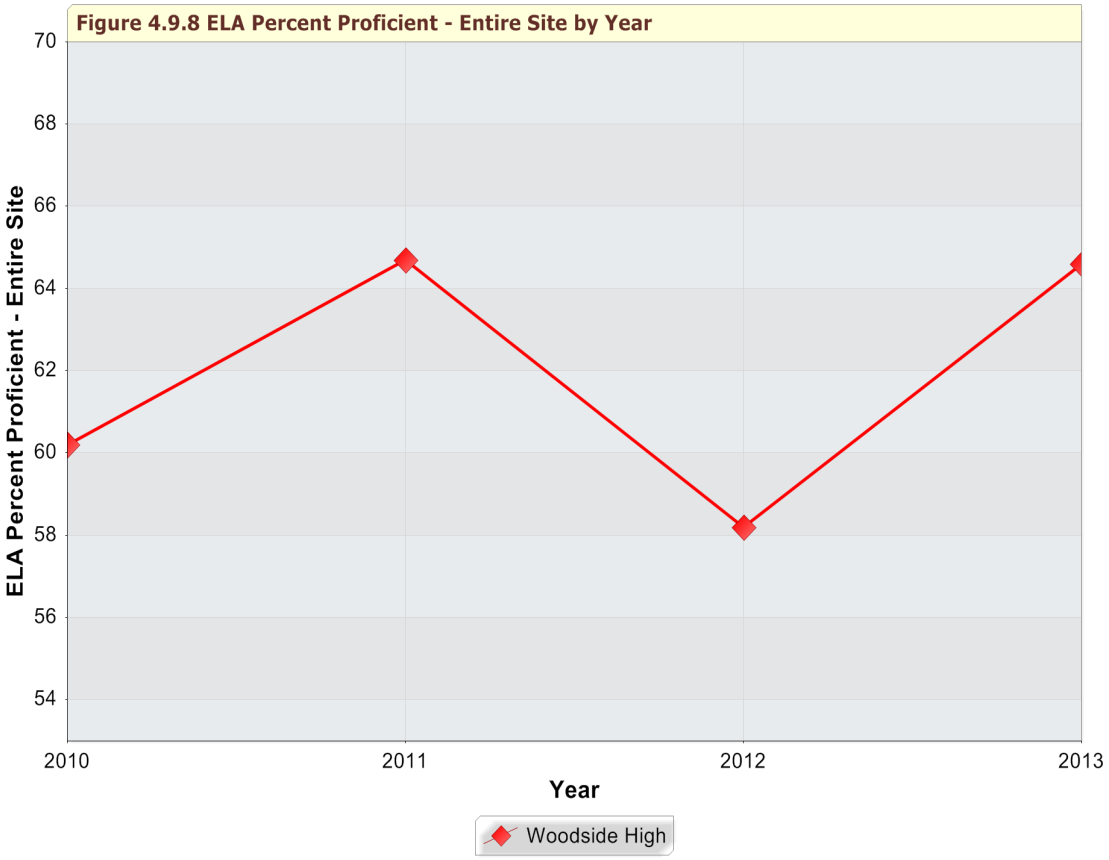
AYP Mathematics Percent Proficient

The AYP percent proficient for Mathematics (from CAHSEE) is shown in Figure 4.9.3.
WHS increased the number of students reaching proficiency on the Math portion of the CAHSEE.



AYP ELA Percent Proficient

The AYP percent proficient for ELA (from CAHSEE) is shown in Figure 4.9.4.
WHS increased the number of students reaching proficiency on the ELA portion of the CAHSEE.



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AYP Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.
WHS met 18 of 22 AYP criteria in 2013. WHS met the percent proficient target in ELA and Mathematics in 2013, but did not meet AYP in all sub groups.

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.

Program Improvement implementation for Sequoia District resulted in a new LEA plan whereby students whose skills in English or math are below basic or far below basic receive additional support classes in grades 9 and 10. The SUHSD re-entered Program Improvement during the 2007-2008 school year. At this time, Woodside High School was designated a Title I school. WHS entered Program Improvement during the 2010-2011 school year. Woodside is working with Action Learning Systems (ALS) as its District Assistance Intervention Team (DAIT). As per DAIT mandate, students who are reading below the 6.5 grade level are enrolled in a two-period Intensive Intervention program based on Read 180 and some newer programs.

The implementation of Data Director, along with staff training to use it, provides a means to measure student progress and to identify students who need intervention. Ninth and tenth grade data and progress in monitored closely. It is apparent that Woodside needs to target more support for students with disabilities, socio economically disadvantaged, and English language learners in order to meet the challenge of higher targets for the future. The recent addition of Title I support services will help. Along with pull outs for students who have not passed CAHSEE ELA to provide one-on-one tutoring, special education teachers are increasing CAHSEE support in study skills classes. Math Recovery, along with supplementary tutorials, helps students who have not passed CAHSEE math. Title I funding at Woodside provides additional services for students that were not available previously.

Figure 4.9.9 AYP Overall and by Criteria

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	YES	Yes
Participation Rate - Mathematics	YES	Yes
Percent Proficient - English-Language Arts	YES	No
Percent Proficient - Mathematics	YES	No
API	YES	Yes
Graduation Rate	YES	No

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Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at www.cde.ca.gov/ta/ac/ay.

- The SUHSD is in its fifth year of Program Improvement
- Woodside High School is in its fourth year of Program Improvement
- Woodside working with Action Learning Systems as its DAIT provider
- Implementation of the Essential Program Components (EPCs)

Figure 4.9.10

Indicator	School	District
Program Improvement Status	Y4	Y5
Year in Program Improvement	Y4	Y5
Number of Schools Currently in Program Improvement	1	2.0
Percent of Schools Currently in Program Improvement	28.6	28.6

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at cahsee.cde.ca.gov. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.
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.

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Figure 4.9.12

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
African American	45.00%	35.00%	20.00%	74.00%	21.00%	5.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic or Latino	49.00%	26.00%	25.00%	57.00%	30.00%	13.00%
Pacific Islander	82.00%	9.00%	9.00%	82.00%	18.00%	0.00%
White (not	15.00%	23.00%	62.00%	21.00%	37.00%	42.00%
Male	48.00%	26.00%	26.00%	50.00%	29.00%	21.00%
Female	27.00%	25.00%	48.00%	40.00%	35.00%	25.00%
Economically Disadvantaged	56.00%	26.00%	18.00%	62.00%	29.00%	9.00%
English Learners	84.00%	13.00%	3.00%	78.00%	18.00%	4.00%
Students with Disabilities	80.00%	14.00%	6.00%	77.00%	19.00%	4.00%
Students Receiving Migrant Education Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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WHS Short Term Goals # 3 and # 4

SDMC/SSC - Data Update

October 14, 2013

WHS Short Term Goal # 3

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 2011-2012 baseline.

SCHOOL YEAR	Percentage of Graduates Completing UC/CSU "A-G" Requirements
2012-2013	53% *
2011-2012	49%
2010-2011	47%

*** Submitted to Cal Pads (CBEDS) October 2, 2013**

WHS Short Term 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 2011-12 baseline.

March CAHSEE Grade 10 School Year	% of Students 380 Above ELA	% of Students 380 Above MATH
2012-2013	64%	61%
2011-2012	56%	54%

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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)

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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)

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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)

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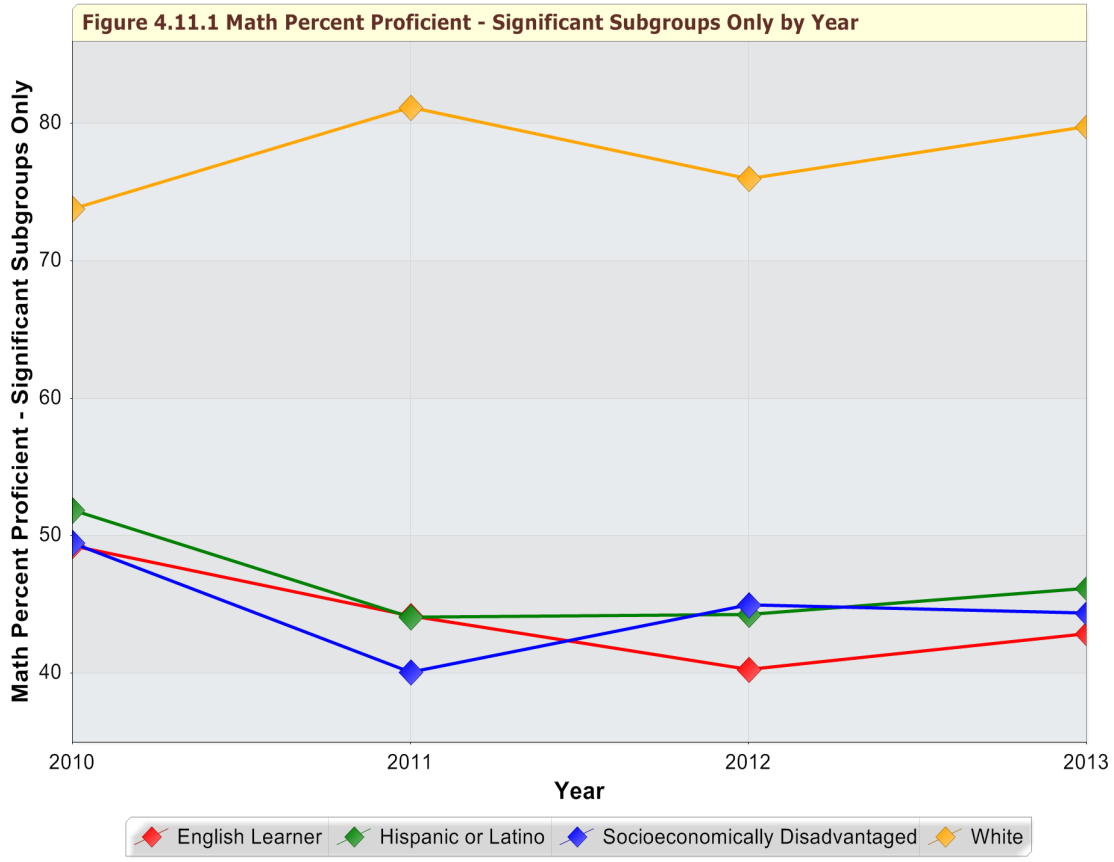
Math Student Achievement Data Collection and Analyses

Math AYP Significant Subgroups (AMOs/CAHSEE)
Figure 4.11.1 (if present) shows the most recent school Math proficiency breakdown of student performance for significant subgroups.

Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets in ELA and mathematics on the assessments (2009 CSTs, grades two through eight; 2009 CAPA, grades two through eight and ten; and 2009 CAHSEE, grade ten) used in AYP calculations. Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.

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.



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2009–2013 Algebra I Band Percentages Report (CST)

In Algebra I, there was a significant change in 2013, with decreases in the FBB and BB bands, and increases in the B and P bands. This data includes all students who took the Algebra I test (both first time and repeat).

Figure 4.11.2 2009-2013 Algebra I Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	1%	1%	1%	2%
Proficient	12%	14%	13%	15%
Percent Meeting Standard	12%	15%	14%	17%
Basic	28%	27%	29%	26%
Below Basic	44%	44%	41%	37%
Far Below Basic	15%	14%	16%	20%

2009–2013 Geometry Band Percentages Report (CST)

Figure 4.11.3 2009-2013 Geometry Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	7%	7%	7%	5%
Proficient	19%	18%	18%	19%
Percent Meeting Standard	26%	25%	25%	24%
Basic	24%	28%	29%	29%
Below Basic	39%	37%	37%	36%
Far Below Basic	11%	11%	8%	11%

2009–2013 Algebra II Band Percentages Report (CST)

Figure 4.11.4 2009-2013 Algebra II Band Percentages Report (CST)

Proficiency Level	2009-2010	2010-2011	2011-2012	2012-2013
Advanced	17%	17%	12%	19%
Proficient	24%	18%	20%	17%
Percent Meeting Standard	42%	35%	32%	36%
Basic	30%	38%	33%	28%
Below Basic	21%	18%	24%	27%
Far Below Basic	7%	9%	12%	10%

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Addendum

Woodside High School

CST Results: General Math / Algebra I / Integrated Math I

PROFICIENCY LEVELS*	Woodside			SUHSD			San Mateo County			State of CA		
General Math (Grade 9)	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	0%	0%	N/A	0%	0%	1%	0%	1%	1%	3%	3%	2%
Proficient	4%	4%	N/A	6%	8%	4%	5%	7%	6%	15%	15%	14%
Basic	26%	29%	N/A	23%	21%	27%	22%	22%	21%	28%	28%	28%
Below Basic	42%	47%	N/A	38%	40%	48%	43%	39%	44%	33%	33%	35%
Far Below Basic	28%	20%	N/A	32%	31%	19%	29%	31%	28%	22%	22%	20%
# Students with Scores	20	45	N/A	229	242	67	406	360	171	50,517	44,858	42,343
Algebra I (EOC)	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	1%	1%	2%	4%	2%	3%	14%	16%	15%	10%	11%	12%
Proficient	14%	13%	15%	20%	23%	22%	25%	25%	25%	22%	23%	24%
Basic	27%	29%	26%	29%	28%	28%	23%	22%	22%	24%	23%	24%
Below Basic	44%	41%	37%	34%	33%	31%	26%	25%	26%	30%	29%	28%
Far Below Basic	14%	16%	20%	13%	14%	15%	12%	12%	12%	14%	13%	12%
# Students with Scores	362	302	307	1,532	1,417	1,413	10,991	10,711	10,483	737,902	710,089	683,341
Integrated Math I (EOC)	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	0%	0%	0%	1%	0%	0%	1%	0%	0%	2%	2%	2%
Proficient	6%	3%	2%	9%	5%	5%	9%	10%	5%	12%	11%	10%
Basic	24%	19%	16%	29%	25%	25%	29%	29%	24%	25%	26%	25%
Below Basic	47%	51%	56%	44%	47%	46%	46%	41%	51%	39%	40%	45%
Far Below Basic	24%	27%	25%	17%	22%	24%	16%	21%	19%	21%	21%	19%
# Students with Scores	89	78	87	171	153	139	547	479	434	11,987	13,498	13,537

*** State of California Goal: For all students to score at Advanced or Proficient Levels**

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Woodside High School

CST Results: General Math / Algebra I / Integrated Math I

PROFICIENCY LEVELS*	Woodside			SUHSD			San Mateo County			State of CA		
	General Math (Grade 9)			General Math (Grade 9)			General Math (Grade 9)			General Math (Grade 9)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	0%	0%	N/A	0%	0%	1%	0%	1%	1%	3%	3%	2%
Proficient	4%	4%	N/A	6%	8%	4%	5%	7%	6%	15%	15%	14%
Basic	26%	29%	N/A	23%	21%	27%	22%	22%	21%	28%	28%	28%
Below Basic	42%	47%	N/A	38%	40%	48%	43%	39%	44%	33%	33%	35%
Far Below Basic	28%	20%	N/A	32%	31%	19%	29%	31%	28%	22%	22%	20%
# Students with Scores	20	45	N/A	229	242	67	406	360	171	50,517	44,858	42,343
PROFICIENCY LEVELS*	Algebra I (EOC)			Algebra I (EOC)			Algebra I (EOC)			Algebra I (EOC)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	1%	1%	2%	4%	2%	3%	14%	16%	15%	10%	11%	12%
Proficient	14%	13%	15%	20%	23%	22%	25%	25%	25%	22%	23%	24%
Basic	27%	29%	26%	29%	28%	28%	23%	22%	22%	24%	23%	24%
Below Basic	44%	41%	37%	34%	33%	31%	26%	25%	26%	30%	29%	28%
Far Below Basic	14%	16%	20%	13%	14%	15%	12%	12%	12%	14%	13%	12%
# Students with Scores	362	302	307	1,532	1,417	1,413	10,991	10,711	10,483	737,902	710,089	683,341
PROFICIENCY LEVELS*	Integrated Math I (EOC)			Integrated Math I (EOC)			Integrated Math I (EOC)			Integrated Math I (EOC)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	0%	0%	0%	1%	0%	0%	1%	0%	0%	2%	2%	2%
Proficient	6%	3%	2%	9%	5%	5%	9%	10%	5%	12%	11%	10%
Basic	24%	19%	16%	29%	25%	25%	29%	29%	24%	25%	26%	25%
Below Basic	47%	51%	56%	44%	47%	46%	46%	41%	51%	39%	40%	45%
Far Below Basic	24%	27%	25%	17%	22%	24%	16%	21%	19%	21%	21%	19%
# Students with Scores	89	78	87	171	153	139	547	479	434	11,987	13,498	13,537

*** State of California Goal: For all students to score at Advanced or Proficient Levels**

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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)

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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.

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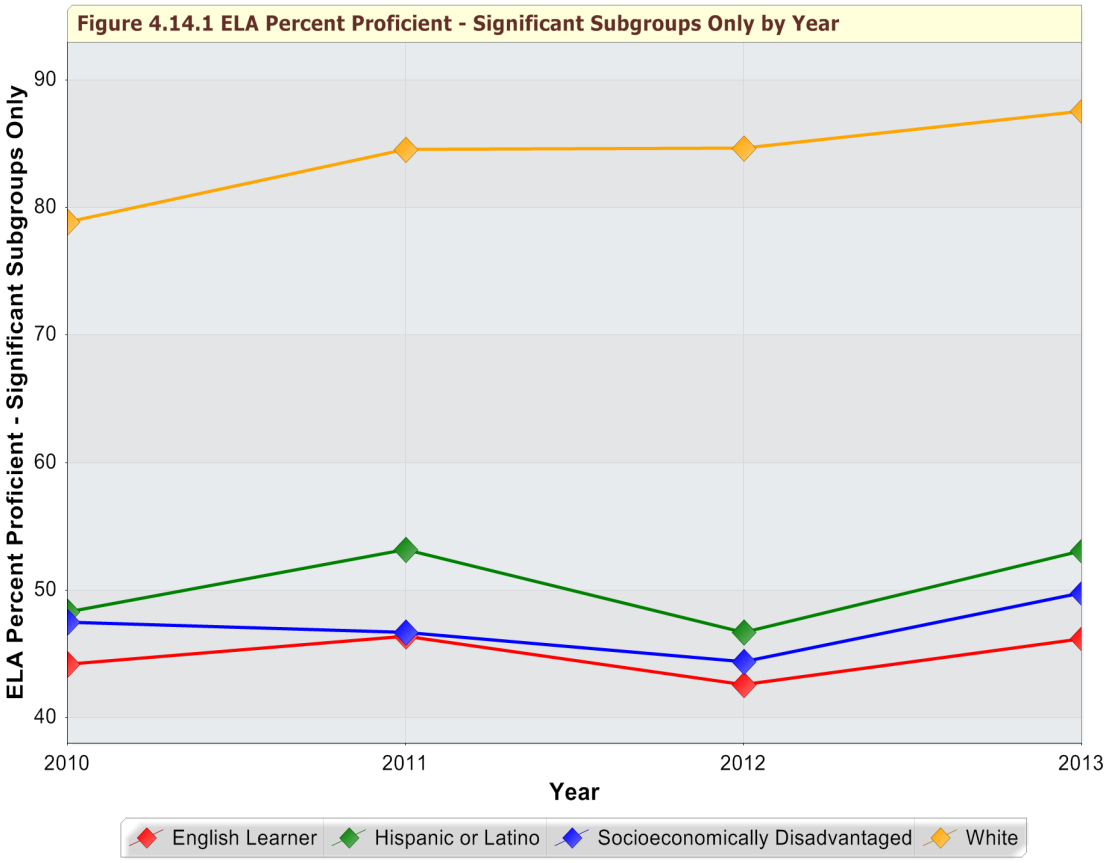
ELA Student Achievement Data Collection and Analyses

ELA AYP Significant Subgroups (AMOs/CAHSEE)
Figure 4.14.1 (if present) shows the most recent school ELA proficiency breakdown of student performance for significant subgroups.

Schools, LEAs, the state, and numerically significant subgroups must meet percent proficient targets in ELA and mathematics on the assessments (2009 CSTs, grades two through eight; 2009 CAPA, grades two through eight and ten; and 2009 CAHSEE, grade ten) used in AYP calculations. Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.
It was noted that Hispanic students made a 10% gain in proficiency; which is impressive.
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.



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2009–2013 Grade Level Band Percentages Report (CST)

Figure 4.14.2 2011-2013 Grade Level Band Percentages Report (CST)

Proficiency Level	9th Grade		10th Grade		11th Grade	
	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	37%	35%	29%	29%	30%	22%
Proficient	24%	31%	28%	29%	29%	28%
Percent Meeting Standard	61%	67%	57%	58%	59%	51%
Basic	25%	19%	28%	29%	26%	28%
Below Basic	10%	10%	10%	9%	12%	13%
Far Below Basic	4%	4%	5%	4%	4%	8%

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Addendum

Woodside High School

CST Results: English Language Arts

PROFICIENCY LEVELS*	Woodside ELA (Grade 9)			SUHSD ELA (Grade 9)			San Mateo County ELA (Grade 9)			State of CA ELA (Grade 9)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	26%	37%	35%	42%	45%	45%	38%	40%	38%	28%	29%	29%
Proficient	26%	24%	31%	23%	25%	28%	26%	28%	31%	27%	28%	33%
Basic	28%	25%	19%	20%	18%	15%	21%	20%	19%	26%	26%	24%
Below Basic	13%	10%	10%	9%	8%	7%	9%	8%	8%	11%	11%	10%
Far Below Basic	7%	4%	4%	6%	4%	4%	6%	7%	4%	7%	6%	5%
# Students with Scores	365	311	427	1,846	1,893	1,887	6,576	6,393	6,394	476,596	461,864	455,592

PROFICIENCY LEVELS*	Woodside ELA (Grade 10)			SUHSD ELA (Grade 10)			San Mateo County ELA (Grade 10)			State of CA ELA (Grade 10)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	27%	29%	29%	36%	41%	40%	31%	34%	33%	21%	24%	24%
Proficient	28%	28%	29%	25%	22%	25%	27%	25%	29%	27%	26%	28%
Basic	26%	28%	29%	22%	21%	22%	24%	23%	25%	30%	28%	30%
Below Basic	11%	10%	9%	10%	10%	7%	11%	10%	8%	14%	13%	11%
Far Below Basic	7%	5%	4%	7%	7%	6%	7%	7%	6%	9%	8%	7%
# Students with Scores	409	351	415	1,888	1,854	1,860	6,612	6,593	6,289	465,450	454,155	445,353

PROFICIENCY LEVELS*	Woodside ELA (Grade 11)			SUHSD ELA (Grade 11)			San Mateo County ELA (Grade 11)			State of CA ELA (Grade 11)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	26%	30%	22%	33%	36%	35%	29%	31%	29%	21%	22%	21%
Proficient	25%	29%	28%	21%	24%	25%	24%	26%	27%	24%	26%	27%
Basic	28%	26%	28%	23%	21%	22%	25%	23%	24%	28%	28%	29%
Below Basic	11%	12%	13%	12%	10%	10%	12%	10%	11%	14%	13%	14%
Far Below Basic	10%	4%	8%	11%	7%	9%	11%	9%	9%	12%	11%	10%
# Students with Scores	405	369	328	1,853	1,924	1,814	6,361	6,431	6,372	445,352	438,714	433,997

*** State of California Goal: For all students to score at Advanced or Proficient Levels**

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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)

- ☑ 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)
- ☑ 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)
- ☑ b. Implement Action Walks to monitor coherence of strategic support and core ELA classrooms.

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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.

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Science Student Achievement Data Collection and Analyses

2009–2013 Science Band Percentages Report (CST)

Figure 4.17.1 shows the school science proficiency breakdown of student performance by proficiency band for the period of 2008 to 2012.

Science band percentages reports indicte that most students hover in the B and P areas, with some impressive movement toward P witnessed in the Earth Science results.

Figure 4.17.1 2009-2013 Science Band Percentages Report (CST)

Proficiency Level	Life Science (10th Grade)		Earth Science		Biology		Chemistry		Physics	
	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Advanced	24%	31%	8%	6%	24%	25%	10%	14%	14%	16%
Proficient	27%	22%	25%	19%	24%	25%	17%	19%	33%	30%
Percent Meeting Standard	51%	53%	32%	25%	47%	50%	27%	33%	47%	46%
Basic	27%	24%	36%	36%	30%	29%	35%	37%	36%	38%
Below Basic	10%	12%	16%	18%	12%	11%	18%	16%	14%	11%
Far Below Basic	12%	11%	15%	21%	11%	10%	20%	14%	3%	5%

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Addendum

Woodside High School

CST Results: Life Science / Integrated Science I / Earth Science

PROFICIENCY LEVELS*	Woodside			SUHSD			San Mateo County			State of CA		
	Life Science (Grade 10)			Life Science (Grade 10)			Life Science (Grade 10)			Life Science (Grade 10)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	27%	24%	31%	37%	38%	41%	33%	33%	35%	26%	27%	28%
Proficient	28%	27%	22%	25%	25%	24%	25%	27%	26%	24%	26%	26%
Basic	20%	27%	24%	20%	22%	20%	24%	23%	23%	26%	26%	26%
Below Basic	13%	10%	12%	8%	8%	8%	9%	8%	9%	11%	11%	11%
Far Below Basic	11%	12%	11%	10%	7%	7%	10%	8%	7%	12%	10%	9%
# Students with Scores	392	348	413	1,835	1,823	1,843	6,495	6,521	6,236	458,852	449,937	442,095

PROFICIENCY LEVELS*	Earth Science (EOC)			Earth Science (EOC)			Earth Science (EOC)			Earth Science (EOC)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	7%	8%	6%	6%	4%	5%	11%	9%	8%	12%	12%	11%
Proficient	23%	25%	19%	20%	19%	19%	24%	25%	25%	23%	25%	26%
Basic	35%	36%	36%	31%	43%	40%	36%	38%	39%	36%	36%	37%
Below Basic	16%	16%	18%	15%	17%	18%	13%	13%	15%	13%	12%	13%
Far Below Basic	21%	15%	21%	28%	18%	18%	16%	15%	14%	16%	14%	12%
# Students with Scores	257	287	248	305	739	767	1,969	2,324	2,250	215,338	206,610	198,931

*** State of California Goal: For all students to score at Advanced or Proficient Levels**

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CST Results: Biology / Chemistry / Physics

PROFICIENCY LEVELS*	Woodside Biology (EOC)			SUHSD Biology (EOC)			San Mateo County Biology (EOC)			State of CA Biology (EOC)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	18%	24%	25%	33%	37%	36%	31%	32%	29%	24%	26%	22%
Proficient	28%	24%	25%	25%	25%	26%	26%	28%	29%	25%	26%	27%
Basic	27%	30%	29%	24%	24%	24%	26%	26%	29%	29%	29%	32%
Below Basic	15%	12%	11%	10%	7%	8%	10%	7%	8%	13%	10%	10%
Far Below Basic	12%	11%	10%	8%	7%	6%	7%	6%	6%	10%	9%	8%
# Students with Scores	486	434	486	2,472	2,651	2,533	7,932	8,249	8,178	552,023	556,133	552,844

PROFICIENCY LEVELS*	Woodside Chemistry (EOC)			SUHSD Chemistry (EOC)			San Mateo County Chemistry (EOC)			State of CA Chemistry (EOC)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	9%	10%	14%	20%	28%	26%	14%	20%	17%	14%	17%	15%
Proficient	24%	17%	19%	29%	27%	25%	27%	30%	27%	24%	26%	25%
Basic	36%	35%	37%	32%	26%	32%	39%	32%	40%	39%	33%	39%
Below Basic	18%	18%	16%	11%	11%	10%	12%	10%	11%	14%	13%	13%
Far Below Basic	12%	20%	14%	8%	8%	7%	8%	8%	5%	9%	11%	8%
# Students with Scores	265	281	286	1,191	1,276	1,335	4,076	4,457	4,504	265,159	275,290	285,324

PROFICIENCY LEVELS*	Woodside Physics (EOC)			SUHSD Physics (EOC)			San Mateo County Physics (EOC)			State of CA Physics (EOC)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	17%	14%	16%	35%	36%	33%	25%	31%	28%	22%	25%	22%
Proficient	24%	33%	30%	30%	32%	30%	32%	29%	34%	30%	28%	31%
Basic	38%	36%	38%	26%	22%	26%	28%	28%	28%	31%	31%	32%
Below Basic	14%	14%	11%	6%	7%	7%	9%	8%	7%	9%	11%	9%
Far Below Basic	7%	3%	5%	4%	3%	4%	5%	3%	4%	7%	6%	7%
# Students with Scores	138	123	157	588	628	714	2,154	2,147	2,301	76,092	80,805	85,378

*** State of California Goal: For all students to score at Advanced or Proficient Levels**

Educational Services Division
Research and Evaluation

September 2013

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)
- ☑ 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.

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- ☑ 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.

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History-Social Science Student Achievement Data Collection and Analyses

2009–2013 History-Social Science Band Percentages Report (CST)

Figure 4.20.1 shows the school History-Social Science proficiency breakdown of student performance by proficiency band for the period of 2010 to 2013.

Figure 4.20.1 2009-2013 History-Social Science Band Percentages Report (CST)

Proficiency Level	World History				U.S. History 11th Grade			
	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Advanced	18%	15%	15%	21%	18%	16%	19%	19%
Proficient	25%	27%	24%	22%	27%	29%	29%	26%
Percent Meeting Standard	43%	42%	40%	43%	45%	45%	48%	44%
Basic	24%	32%	34%	28%	23%	25%	30%	28%
Below Basic	12%	12%	9%	9%	14%	11%	10%	12%
Far Below Basic	22%	14%	17%	20%	19%	19%	12%	16%

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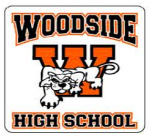
Addendum



Woodside High School

CST Results: World History / U.S. History

PROFICIENCY LEVELS*	Woodside World History (EOC)			SUHSD World History (EOC)			San Mateo County World History (EOC)			State of CA World History (EOC)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	15%	15%	21%	38%	37%	39%	35%	32%	34%	23%	22%	23%
Proficient	27%	24%	22%	21%	22%	20%	23%	24%	24%	21%	24%	23%
Basic	33%	34%	28%	19%	20%	19%	21%	24%	24%	24%	27%	28%
Below Basic	12%	9%	9%	9%	6%	6%	8%	6%	7%	12%	9%	9%
# Students with Scores	13%	17%	20%	14%	15%	16%	13%	14%	12%	19%	18%	17%
# Students with Scores	410	369	423	1,869	1,908	1,910	6,552	6,664	6,353	473,699	467,485	462,583

PROFICIENCY LEVELS*	Woodside U.S. History (Grade 11)			SUHSD U.S. History (Grade 11)			San Mateo County U.S. History (Grade 11)			State of CA U.S. History (Grade 11)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Advanced	16%	19%	19%	30%	34%	35%	28%	30%	31%	21%	23%	24%
Proficient	29%	29%	26%	24%	25%	24%	29%	37%	27%	27%	25%	26%
Basic	25%	30%	28%	20%	21%	20%	21%	24%	22%	23%	26%	24%
# Students with Scores	11%	10%	12%	11%	9%	8%	10%	9%	9%	12%	10%	12%
Far Below Basic	19%	12%	16%	15%	11%	13%	12%	11%	12%	17%	15%	14%
# Students with Scores	403	382	340	1,820	1,938	1,854	6,286	6,463	6,417	446,549	446,213	443,362

* State of California Goal: For all students to score at Advanced or Proficient Levels

Educational Services Division
Research and Evaluation

September 2013

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)

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- ☑ 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)

- ☑ b. Implement Action Walks to monitor coherence of strategic support and core History-Social Science classrooms.

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Chapter Five

Action Plan

a. Action Plan
b. Categorical Program Overview
c. Budget Narrative
d. Recommendations and Assurances
e. School Site Council Membership

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Action Plan

FOCUS

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)

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)

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 2011-2012 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 gradce administration, will increase by a minimum of 5% over 2011-2012 baseline.

SCHOOL GOAL #5

Those English Language Learners consistently enrolled in WHS courses during 2012-13 will advance at least one level of proficiency as measured by the total score on the fall 2012 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 2011-2012 baseline.

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SCHOOL-WIDE ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
An assessment and monitoring system is in place for all core content areas. (EPC 5.0, WASC D.1)				
A.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)	Fall 2014		District staff in partnership with site teachers will pilot Common Core assessments in Math, ELA, Science and History-Social Science . Common administration dates will be identified using the testing calendar and the pacing schedule. Data analysis dates will also be identified.	Department release days to collaborate Ttitle I, private funding, and district funds
A.1.e. Ensure WHS faculty has the training and resources to implement the Common Core.	Fall, 2013	Ongoing	WHS faculty members have attended district Common Core trainings and workshops. The WHS department chairs have created a list of tranings and materials they wish to have in order to best implement the Common Core for 2014	District General fund Private donations
There is an ongoing process for monitoring and evaluating the implementation of the school-wide action plan. (WASC D.4)				
A.2.a. Use student achievement data and expected student learning results to monitor the school-wide action plan, including use of resources. (WASC D.4)	2012	Ongoing	The WHS Shared-Decision Making Council/School Site Council will meet monthly during regularly scheduled meetings to monitor the school-wide action plan. Evidence will be analyzed during the course of the school year. Updates to the plan will be entered on-line and the principal will meet with supervising administrator and department chairs to show progress related to implementation.	General fund

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ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

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)

B.1.a. Document and ensure all teachers have or are progressing towards being fully credentialed and highly qualified. (EPC 4.0, WASC A.4, NCLB)	Constant	Ongoing	WHS hires teachers with full credentials and who are HQT in their subject area.	General fund Private Categorical
B.1.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)	Yearly		WHS has created a solid plan to address recruitment and retention of HQT teachers.	
B.1.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)	Yearly		WHS has developed a qualified staff to facilitate achievement of academic standards and the 8 Conditions of Student Success.	Private funding

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.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)	Yearly		The leadership team will create a yearly professional development calendar that includes demonstration lessons in standards-based instruction, data analysis of assessed student performance and research-based strategy instruction. Administration will document staff participation in professional development activities. DO administration will review documentation quarterly.	District Instructional Coaches District funds Private funds Categorical funds
B.2.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)	Yearly		The SUHSD provides ongoing instructional assistance and support for teachers including co-planning/co-teaching.	General fund
B.2.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)	Bell schedule		The leadership team will create a yearly professional development calendar that includes teacher collaboration to discuss student achievement results and to modify instruction based on student achievement needs. Administration will document staff participation in professional development activities. DO administration will review documentation quarterly.	Wednesday Collaboration Schedule

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B.2.f. Implement a monitoring system (e.g. Action Walks) to ensure implementation of professional development.	October 2013		The District will develop/adopt a tool to review implementation of targeted professional development activities. This tool will include a scoring component that will allow for quantifiable results to be disseminated to the staff. The administration will collect evidence on a yearly basis.	Site funds District funds

Administrators receive Principals' Assembly Bill AB 430 training, Modules 1, 2 and 3. (NCLB, EPC 3.0, WASC A.5)

B.3.a. Provide Principals' Assembly Bill AB 430 training, Modules 1 (ELA and Math), 2 and 3. (EPC 3.0)	As appropriate		Schedule AB430, Modules 1 (ELA and Math), 2 and 3, with an approved provider and document attendance and completion of practicum hours for all school administrators.	

Administrators receive training in Science and History-Social Science Instructional Materials. (NCLB, WASC A.5)

B.4.a. Provide Administrator Training in Science and History-Social Science Instructional Materials.	as appropriate		Schedule and document attendance in training in Science and History-Social Science Instructional Materials for all school administrators.	General fund

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ALIGNMENT Opportunity and Equal Educational Access			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
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)				
D.1.a. Identify a clear, coherent vision of what students should know and be able to do. (WASC A.1)	Yearly		The administration will work with staff to develop measureable performance goals, as measured by API and AYP, for all students, specifically targeting students of underperforming subgroups.	
D.1.b. Identify clear expectations for standards mastery for all students, especially for students who are identified as underperforming. (WASC A.1)	Yearly		The administration will work with staff to develop measureable performance goals related to standards mastery, as measured by standards-aligned assessments, for all students, specifically targeting students of underperforming subgroups.	
D.1.d. Identify a school organization, structure and governance system that supports high expectations for all students. (WASC A.1a, WASC A.2)			Shared-Decision Making Council/ School SIte Council was established in 1998 as the governance council that supports high expectations for all students.	District funding $ 20,000
The regular program provides services to enable underperforming students to meet standards. (NCLB, EPC 1.0, ECP 2.0, EPC 8.0)				
D.2.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)	Yearly		The administration will develop and implement a master schedule that includes strategic support classes, including intensive intervention, for Math and ELA.	District Staffing Chart Private funds
D.2.b. Place strategic students in appropriate classes to support standards mastery in the regular program. (EPC 1.0, EPC 2.0, EPC 8.0)	quarterly		The administration will work with staff to confirm identification of strategic students, ensure that students are placed appropriately, and ensure that instruction supports the mastery of standards.	
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)				
D.3.a. Create a master schedule that provides access for strategic support classes in Math and ELA (EPC 1.2, EPC 1.3)	Yearly		The administration will develop and implement a master schedule that includes strategic support classes, including intensive intervention, for Math and ELA.	District Staffing Chart/PI funds

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ALIGNMENT Involvement			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process. (WASC E.1)				
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)	quarterly		The administration and leadership team will create and implement an effective approach for communicating with parents (English and non-English speaking) regarding their child's academic performance and mastery of the content standards. (WASC E.1)	
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)	Yearly		The administration and leadership team will 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)	
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)				
E.2.a. Provide a safe, clean and orderly place that nurtures learning. (WASC E.2)	Yearly		The administration and leadership team will create and implement an effective approach for providing a safe, clean and orderly place that nurtures learning.	
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)	Yearly		The administration and leadership team will create and implement an effective approach to fostering a school culture of trust, professionalism, high expectations for all students and a focus on continuous school improvement. WHS staff will fully implement the "8" conditions of student success.	

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Resources are provided from family, school, district, and community to assist under-achieving students. (NCLB, EPC 9.0, WASC A.6)

E.3.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)			The administration and leadership team will 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)	

Specific training and supports are provided to parents of English Learners (EL), special education, gifted students, low performing students, and others. (NCLB)

E.4.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)	October 2013, Jan 2014		The staff will 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.	

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ALIGNMENT Funding			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Services provided by categorical funds enable underperforming students to meet standards. (NCLB, WASC A.6, EPC 9.0)				
F.1.a. Ensure services provided by categorical funds enable underperforming students to meet standards. (NCLB, EPC 9.0)			The administration, ELAC and SDMC/SSC, will create a funding plan that ensures services provided by categorical funds enable underperforming students to meet standards. (NCLB)	Title I funding CPM monitoring
This plan provides fiscal support for every action step.				
F.2.a. Provide fiscal support. (EPC 9.0)	Yearly		The administration and leadership team will create a funding plan that provides fiscal support. (EPC 9.1)	

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MATH ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

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.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)	September 2013		During the first "Collaboration 1 Wednesday" of the year, the Math department will analyze student academic achievement gaps in CST and CAHSEE between all subgroups and will create explicit plans to reduce these student academic achievement gaps.	
A.3.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)	Monthly		Math teachers will work collaboratively during department meetings and during collaboration Wednesday time to analyze student work samples and results of assessments (CST, CAHSEE, etc.) related to student academic progress towards mastery of the CA Math standards. Modified lesson plans based on analysis of results will be shared at monthly department meetings and during formal evaluations.	

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)

B.5.e. Ensure WHS faculty members have the training and resources to implement the Common Core Standards.	October 2013		Scheduled District PD WHS PD Department meetings DC meetings	General fund Categorical

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ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate Math classes. (EPC 5.2, EPC 8.2, WASC B.2, WASC D.4)				
C.1.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)			The Math department will follow the District placement plan utilizing CST scores, curriculum-embedded assessments, placement assessments, benchmarks and standards-based student work samples to appropriately identify students in need of benchmark, strategic or intensive classes.	
C.1.b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in Math. (WASC D.2b)			The administration will create a master schedule that accommodates all students in need of benchmark, strategic or intensive classes in Math.	
C.1.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Math classes. (WASC D.4)	August		Staff will use the District placement plan to reassess and adjust student placement each semester. The administration will document students assigned to strategic and intensive classes in Math and will evaluate each student to ensure accurate placement.	
Strategic support classes are coherently aligned with the daily lessons of core Math classrooms. (EPC 8.2, EPC 7.2, WASC A.5)				
C.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)			The administration and leadership team will provide professional development and resources to determine the appropriate prerequisite skills and standards for the lessons taught in the core Math classroom.	Collaboration time
C.5.b. Implement Action Walks to monitor coherence of strategic support and core Math classrooms.	October and January		The administration and leadership team will implement Action Walks as a monitoring system to ensure coherence of strategic support and core Math classrooms.	District funds Private funds

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The master schedule provides sufficient time for Mathematics. (NCLB, EPC 2.3, WASC B.1)

C.6.a. Ensure additional daily time is provided for intensive intervention in Math. (EPC 2.4, EPC 8.2)			The administration will schedule additional daily time for intensive intervention in Math.	District staffing chart
C.6.b. Ensure additional daily time is provided for strategic support classes in Math. (EPC 2.4, EPC 8.2)			The administration will schedule additional daily time for strategic support in Math.	
C.6.c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in Math throughout the year.			The administration will provide a master schedule that provides opportunities for students to enter or exit intensive intervention and strategic support classes in Math throughout the year, based on District exit criteria.	District staffing chart
C.6.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.			The administration will provide a master schedule that ensures there are sufficient intensive intervention and strategic support classes in Math to meet the needs of all students requiring intervention or support in Math.	District Staffing Chart

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ELA ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

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.4.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)	September		During the first "Collaboration 1 Wednesday" of the year, the ELA department will analyze student academic achievement gaps in CST and CAHSEE between all subgroups and will create explicit plans to reduce these student academic achievement gaps.	
A.4.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)	October		During the "Collaboration 1 Wednesday" immediately following the administration of standards-based benchmark exams, the ELA department will analyze student results and identify gaps in student mastery of ELA by cluster, standard and objective. Analysis of results will also include identifying gaps in content and level of cognition of the standards. Teachers will keep an on-going record of this analysis.	
A.4.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)			ELA teachers will work collaboratively during department meetings and Collaboration Wednesday time to analyze student work samples and results of assessments (CST, CAHSEE, etc.) related to student academic progress towards mastery of the CA ELA standards. Modified lesson plans based on analysis of results will be shared at monthly department meetings and during formal evaluations.	
A.4.e. Ensure WHS faculty members have the training and resources needed to implement the Common Core.			District PD WHS PD DC meetings Department meetings	General fund Categorical Private

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ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 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)				
B.9.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)			The administrative team will ensure and document that appropriate ELA teachers are assigned to intensive intervention, strategic support, core and advanced classes, including EL and Special Education.	

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ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate ELA classes. (EPC 5.1, EPC 8.1, WASC B.2, WASC D.4)				
C.7.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)			The ELA department will follow the District placement plan utilizing CST scores, curriculum-embedded assessments, placement assessments, benchmarks and standards-based student work samples to appropriately identify students in need of benchmark, strategic or intensive classes.	
C.7.b. Create a master schedule that appropriately places all students in benchmark, strategic support or intensive intervention classrooms in ELA. (WASC D.2b)			The administration will create a master schedule that accommodates all students in need of benchmark, strategic or intensive classes in ELA, per the District Placement Chart.	PI staffing General fund Categorical
C.7.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate ELA classes. (WASC D.4)			Staff will use the District Placement Chart to reassess and adjust student placement each semester. The administration will document students assigned to strategic and intensive classes in ELA and will evaluate each student to ensure accurate placement.	
Strategic support classes are coherently aligned with the daily lessons of core ELA classrooms. (EPC 8.1, EPC 7.1, WASC A.5)				
C.11.a. Ensure strategic support classes teach the prerequisite skills and standards for the lessons being taught in the core ELA classroom. (EPC 7.1)			The administration and leadership team will provide professional development and resources to determine the appropriate prerequisite skills and standards for the lessons taught in the core ELA classroom.	
C.11.b. Implement Action Walks to monitor coherence of strategic support and core ELA classrooms.	October and January		The administration and leadership team will implement Action Walks as a monitoring system to ensure coherence of strategic support and core ELA classrooms.	

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The master schedule provides sufficient time for ELA. (NCLB, EPC 2.1, EPC 2.2, WASC B.1)

C.12.a. Ensure additional daily time is provided for intensive intervention in ELA. (EPC 2.2, EPC 8.1)			The administration will schedule additional daily time for intensive intervention in ELA.	
C.12.b. Ensure additional daily time is provided for strategic support classes in ELA. (EPC 2.2, EPC 8.1)			The administration will schedule additional daily time for strategic support in ELA.	
C.12.c. Ensure there are opportunities for students to enter or exit intensive intervention and strategic support classes in ELA throughout the year.			The administration will provide a master schedule that provides opportunities for students to enter or exit intensive intervention and strategic support classes in ELA throughout the year.	
C.12.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.			The administration will provide a master schedule that ensures there are sufficient intensive intervention and strategic support classes in ELA to meet the needs of all students requiring intervention or support in ELA.	

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SCIENCE ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

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.5.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)	September		During the first "early release Wednesday" of the year, the Science department will analyze student academic achievement gaps in CST and CAHSEE between all subgroups and will create explicit plans to reduce these student academic achievement gaps.	
A.5.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.	October		During the "early release Wednesday" immediately following the administration of standards-based benchmark exams, the Science department will analyze student results and identify gaps in student mastery of Science by cluster, standard and objective. Analysis of results will also include identifying gaps in content and level of cognition of the standards. Teachers will keep an on-going record of this analysis.	
A.5.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)	Monthly		Science teachers will work collaboratively during department meetings and during Academic Conference time to analyze student work samples and results of assessments (CST, CAHSEE, etc.) related to student academic progress towards mastery of the CA Science standards. Modified lesson plans based on analysis of results will be shared at monthly department meetings and during formal evaluations	
A.5.e. Ensure WHS faculty have the training and resources to implement the Common Core.			District PD WHS PD DC meetings Department meetings	General fund Categorical Private

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ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate Science classes. (WASC B.2, WASC D.4, WASC D.2)				
C.13.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)	August		The Science department will create a placement plan utilizing CST scores, curriculum-embedded assessments, placement assessments, benchmarks and standards-based student work samples to appropriately place students in EL, advanced or Special Education classes.	
C.13.b. Create a master schedule that appropriately places all Science students. (WASC D.2b)			The administration will create a master schedule that accommodates all students in appropriate Science classes.	
C.13.c. Monitor student achievement progress at regular intervals and adjust student placement into most appropriate Science classes. (WASC D.4)	August		Staff will use the placement plan to reassess and adjust student placement each semester. The administration will document students assigned to EL, advanced or Special Education in Science and will evaluate each student to ensure accurate placement.	
Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core Science classrooms. (WASC A.5)				
C.17.b. Implement Action Walks to monitor coherence of strategic support and core Science classrooms.	October and January		The administration and leadership team will implement Action Walks as a monitoring system to ensure coherence of strategic support and core Science classrooms.	

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SOCIAL SCIENCE ACTION PLAN

ALIGNMENT Standards, Assessment, Accountability			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**

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.6.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)	September		During the first "early release Wednesday" of the year, the History-Social Science department will analyze student academic achievement gaps in CST and CAHSEE between all subgroups and will create explicit plans to reduce these student academic achievement gaps.	
A.6.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.	September		During the "early release Wednesday" immediately following the administration of standards-based benchmark exams, the History-Social Science department will analyze student results and identify gaps in student mastery of History-Social Science by cluster, standard and objective. Analysis of results will also include identifying gaps in content and level of cognition of the standards. Teachers will keep an on-going record of this analysis.	
A.6.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)	October		History-Social Science teachers will work collaboratively during department meetings and during Academic Conference time to analyze student work samples and results of assessments (CST, CAHSEE, etc.) related to student academic progress towards mastery of the CA History-Social Science standards. Modified lesson plans based on analysis of results will be shared at monthly department meetings and during formal evaluations	
A.6.e. Ensure WHS faculty have the training and resources to implement the Common Core.			District PD WHS PD DC meetings Department meetings	

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ALIGNMENT Staffing and Professional Development			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
All History-Social Science teachers receive training on adopted instructional materials. (WASC A.5, NCLB)				
B.13.b. Provide ELPD for all History-Social Science teachers.			The administration will schedule ELPD for all History-Social Science teachers and will document attendance.	General funds
Appropriate History-Social Science teachers are assigned to strategic support, core and advanced classes including EL and Special Education. (WASC A.5, NCLB)				
B.14.a. Assign highly qualified History-Social Science teachers to instruct EL, advanced and Special Education classes. (NCLB)	June		The administrative team will ensure and document that appropriate History-Social Science teachers are assigned to EL, advanced and Special Education classes.	

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ALIGNMENT Teaching and Learning			EXPECTATIONS/OPPORTUNITY	
Performance Objectives and Action Steps	**Start**	**End**	**Monitoring/Evidence**	**Funding (EPC 9)**
Students are accurately placed in appropriate History-Social Science classes. (WASC B.2, WASC D.4, WASC D.2)				
C.18.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)	Yearly		The History-Social Science department will create a placement plan utilizing CST scores, curriculum-embedded assessments, placement assessments, benchmarks and standards-based student work samples to appropriately place students in EL, advanced or Special Education classes.	
C.18.b. Create a master schedule that appropriately places all History-Social Science students. (WASC D.2b)	Yearly		The administration will create a master schedule that accommodates all students in appropriate History-Social Science classes.	District staffing chart
Standards-aligned instructional materials are provided for History-Social Science and used appropriately and with fidelity. (WASC B.1)				
C.19.b. Verify that all students have access to Student Editions of History-Social Science textbooks, purchasing appropriate materials as needed. (WASC A.6)			The administration will create a tracking form to document that all teachers have a comprehensive set of instructional materials in social science	
Strategic support (EL, Special Education) classes are coherently aligned with the daily lessons of core History-Social Science classrooms. (WASC A.5)				
C.22.b. Implement Action Walks to monitor coherence of strategic support and core History-Social Science classrooms.	October and January		The administration and leadership team will implement Action Walks as a monitoring system to ensure coherence of strategic support and core History-Social Science classrooms.	

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Categorical Program Overview

Mark each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (*The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.*)

	State Programs	Allocation
☐	**California School Age Families Education** Purpose: Assist expectant and parenting students succeed in school.	
☐	**Economic Impact Aid/ State Compensatory Education** Purpose: Help educationally disadvantaged students succeed in the regular program.	
☑	**Economic Impact Aid/ English Learner Program** Purpose: Develop fluency in English and academic proficiency of English learners.	109,895
☐	**High Priority Schools Grant Program** Purpose: Assist schools in meeting academic growth targets.	
☐	**Instructional Time and Staff Development Reform** Purpose: Train classroom personnel to improve student performance in core curriculum areas.	
☐	**Peer Assistance and Review** Purpose: Assist teachers through coaching and mentoring.	
☐	**Pupil Retention Block Grant** Purpose: Prevent students from dropping out of school.	
☐	**School and Library Improvement Program Block Grant** Purpose: Improve library and other school programs.	
☐	**School Safety and Violence Prevention Act** Purpose: Increase school safety.	
☑	**Tobacco-Use Prevention Education** Purpose: Eliminate tobacco use among students.	31,937
☐	**Other State or Local funds (e.g., Gifted and Talented Education)**	
	Total amount of state categorical funds allocated to this school	141,832

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	Federal Programs under No Child Left Behind (NCLB)	Allocation
☐	Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution.	
☐	Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth.	
☐	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas.	
☑	Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency.	193,562
☐	Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups.	
☐	Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals.	
☐	Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology.	
☑	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards.	36,838
☐	Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement.	
☐	Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students.	
☐	Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs.	
☐	Other Federal Funds	
	Total amount of federal categorical funds allocated to this school	230,400
	Total amount of state and federal categorical funds allocated to this school	372,232

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Budget Narrative

Fiscal Year 2013-2014

Name of District:	Sequoia Union High School District	Date:	
CDS Code:	41690620000000	Total 2011-2012	
Name of School:	Woodside High School	School CDS Code:	41690624138053
School Contact	Diane Mazzei	Phone:	650-367-
		Fax:	650-367-

*Note: 1% of NCLB Title 1 funds must be allocated to Parent Engagement

Object Code	Expenditure Description	Amount	Funding Source	Justification	Plan Page #
1000	Certificated Personnel Salaries	63,050			
2000	Classified Personnel Salaries	3,341			
3000	Employee Benefits	22,753			
4000	Books, Materials, Supplies	89,732			
5000	Services and Other Operating Expenses (Including Travel and Direct Costs)	14,686			
6400	Capital Outlay (Equipment)				
7310	Indirect Costs @ Variance @	14,686			
Total Amount of Funds Requested		193,562			

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Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

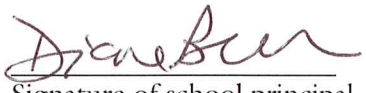
1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

   - ☑ School Advisory Committee for State Compensatory Education Programs
   - ☑ English Learner Advisory Committee
   - ☑ Community Advisory Committee for Special Education Programs
   - ☐ Gifted and Talented Education Program Advisory Committee
   - ☑ Other

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on:

11/25/2013

Attested:

Diane Burbank		11/25/2013
Typed name of school principal	Signature of school principal	Date
Wendy Porter		11/25/2013
Typed name of SSC chairperson	Signature of SSC chairperson	Date

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School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:[9]

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Student
Diane Burbank	☑	☐	☐	☐	☐
Diane Mazzei (IVP)	☐	☐	☑	☐	☐
Wendy Porter (Facilitator)	☐	☑	☐	☐	☐
Amanda Arena/ Caitlin Bohaboy	☐	☐	☐	☐	☑
Esmi Landa/Zeb Miller	☐	☐	☐	☐	☑
Forrest Sill	☐	☐	☐	☐	☑
Debra Adler/ Georgia Jack	☐	☐	☐	☑	☐
Judith Mendelsohn/ Linda Montes	☐	☐	☐	☑	☐
Karen Peterson	☐	☐	☐	☑	☐
Pablo Aguilera	☐	☑	☐	☐	☐
Donna Allen	☐	☐	☑	☐	☐
Glenn Carpenter	☐	☑	☐	☐	☐
Denise Hines	☐	☐	☑	☐	☐
Anne Ken	☐	☐	☑	☐	☐
Cara Klackle	☐	☑	☐	☐	☐
Arlene Kolber	☐	☑	☐	☐	☐
Tony Mueller	☐	☑	☐	☐	☐
Monique Rizkalla- Hagler	☐	☑	☐	☐	☐
Niloo Vakili	☐	☑	☐	☐	☐

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Leslie With/ Pilla Zargar	☐	☑	☐	☐	☐
Numbers of members of each category	1	9	4	3	5

[9] At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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Chapter Six

Addendum

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Addendum

CHAPTER V. WHS ACTION PLANS

WASC AND SDMC/SSC APPROVED 2012
REVISED BY SDMC/SSC ON NOVEMBER 13, 2012

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Chapter V: School-wide Action Plan – revised 11-13-12 by SDMC

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.*

Growth Targets

- ALL students will advance to the next performance band in CST assessments.
- 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.
- 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
- 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.
- 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.

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.

Red text=Delete item from Action Plan Green text=Additions to Action Plan

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; 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

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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	Spring 2012—Spring 2014; duration of PI status
Steps to Achieve Goal	**Responsible person(s)**	**Resources**	**Assessment of Improvement**	**Timeline**
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/ Cyber High credit recovery	2012—2018 Twice yearly review of semester & final grades
Focus professional development opportunities on DII 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	Spring 2012—Spring 2013; duration of PI status
Implement progressive discipline and positive behavior reinforcement	AVPs, Principal, IVP, all staff	Infinite Campus, KLEAR, mental health counseling, parent meetings	Number of expulsions and suspensions; No Privileges List; attendance/ detentions; increased lunch and extra-curricular activities; use of tutorials for detention; "Stand-up Jar"	Fall 2012—Spring 2013; Evaluation Spring 2013
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	Fall 2011—Spring 2013 (three-year contract with Quaglia Institute); continue My Voice Surveys through Spring 2015; Spring 2015 evaluate continued use of surveys (must pay)
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	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, private funds (Foundation)	Number of 9th-graders earning 50 credits or more with Cs or better; increased Math placements	Annual Evaluation/ Data Review Fall 2012—Spring 2015

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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% of students say that they want to do better in school
- 70% of students say that they feel teachers respect them
- 62% of students say that they are excited to tell friends when they get good grades
- 60% of students say that students are supportive of each other
- 51% of students say that they feel staff have fun at school
- 44% of students say that they find school boring
- 53% of students say that students respect teachers
- 47% of students say that they are a valued member of the school community
- 47% of students say that they respect each other (males 42%, females 43%)
- 39% 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 Team, SDMC, Principal	District funding	*My Voice* surveys; student and staff interviews Staff development 11-7-12 – teacher handout/goals	Fall 2011—Spring 2013; 2013-2014 continue with Quaglia initiatives; 2014-2015 SDMC evaluation of initiatives
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

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Steps to Achieve Goal	Responsible person(s)	Resources	Assessment of Improvement	Timeline
Continue to support school activities that foster school spirit (e.g. all school and freshman assembly and Spirit Week)	All stakeholders	School communications: *Communicat*, website, weekly bulletin, Collaboration 2 group "Connections," planner, calendar, announcements, digital newspaper	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 week; Annual SDMC/ Student Leadership review of school goals
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	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	Spring 2012—2015 Annual spring proposals and SDMC review
Integrate/ embed "8 Conditions" into curriculum/lessons	Teachers, department chairs, administration	Quaglia Institute, department meetings and collaborations	Lesson plans; assignments and projects; syllabi; class observations	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 2012-2018
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

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Chapter V: Categorical Programs-Budget Plans 2013-14

Woodside High School - EIA/LEP, TITLE I & TITLE III

Approved by WHS School Site Council/SDMC October 14, 2013

Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Upon careful review of student performance data and student, staff and parent surveys, two areas of critical academic need (CANs) were identified. Woodside High School 2012 WASC Action Plans address the CANs.

CAN # 1: To close the achievement gap through an emphasis on the development of literacy. CAN # 2: To establish a school culture based on the 8 *Conditions* and to build a spirited school community.

SCHOOL GOALS. *All WHS students will show academic growth on CST assessments. All EL students consistently enrolled in WHS courses will advance at least one level of proficiency as measured by a total score on the CELDT Exam.*

Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Students Identified as Title I are assessed quarterly on their mastery of ELA and math Standards.	August 2013	Intervention tutorial for students falling behind. Enrolled in Mentoring Program. Teacher pay.	$ 3,000	Title I
Class sections in English math, Co Teaching SPED	August 2013	.8 FTE	$80,000	Title I
Purchase supplementary materials in mathematics, science, social science, and other areas as determined by student need.	July 2013	Glossaries: Spanish, Tongan, Korean, Mandarin,	$ 2,500	Title I
California English Language Development Test (CELDT) is administered annually to all English Learners	October 2013	BRT coordinates CELDT administration for all ELs Retired Teacher assists in test administration and make-up exams Bilingual Instructional associate updates EL data from cum folders	$ 500.00	Title I

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Release day for ELD I, II, III teachers	November 2013	All ELD teachers review ELD standards, plan instruction and assess ELs on English Language Development Content Standards through the ELD Curriculum Guide Taskforce.	$800.00	EIA/LEP
Curriculum imbedded assessments are used to focus instruction and identify students who have not attained the standard. Instructional Associate time is focused on students who have not attained the ELD standard.	TBD 2013	Site Collaboration release days for LEP teachers In-service Professional Development Instructional Associate Time (partial)	$ 1,000 $ 42,000	Title III, EIA/LEP EIA/LEP
Professional Development: Technology 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.	Yearly	Professional Development and staff development to support instructional technology use. Data Director and IC training for teachers to access Diagnostic Test Results 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.	$ 3,000 $ 3,000 $ 4,500	Title I Title I EIA/LEP
Full-time Bilingual Resource Counselor	Core Staffing		$ 100.000	Title III

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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	$ 70,000	Title I
Parent Meetings:	Two per year	Educational services provided parents of students eligible for Title 1 services.	$ 3,000	Title I
Pull out tutorials with Title I students to provide support for "catch-up" in content classes	Ongoing	Pull out tutorials with ELs in English and Special Education CAHSEE prep for 10th grade ELs., SPED	$ 3,500	Title I
Migrant Ed. tutorial provides Migrant students with credit recovery to meet graduation requirements.		Cyber High School	$ 1,500	District Migrant and site Title I
		TOTAL AMOUNT ENCUMBERED, 2013-14		**Title 1: $168,500 EIA/LEP: $ 48,300**

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