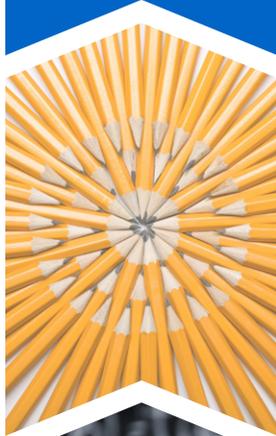


# SARC

2015-16  
School Accountability  
Report Card  
Published in 2016-17



## Woodside High School

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Para español, visita:  
www.seq.org

# Sequoia Union HSD





*Our diversity is in our people—grade levels, socioeconomic status, ethnicity, learning styles and interests.*

### Principal’s Message

Welcome to Woodside High School, a diverse and rigorous learning community committed to preparing students for college and university study. Our learning community prides itself on serving students with a broad range of needs, including students with autism and students who are English learners, and offering the Resource Specialist Program, Advanced Placement courses, and independent learning and college preparatory programs. Woodside High School continues to meet its growth targets due to the dedication of a highly skilled faculty and the employment of the latest innovations in technology, instruction and assessment. Our comprehensive program offers a plethora of opportunities in interscholastic athletics, more than 40 student-driven clubs, a marching band, the performing arts and an award-winning Robotics Team. The quality of instruction at Woodside High School is our strongest positive, and I will work to make it even stronger, because that’s where the magic happens.

Woodside High School students graduate ready to take on the challenges of a demanding university environment and with a unique understanding of a complex and diverse society. Our students have been recognized for their exemplary contributions to their respective communities in the area of community service. Furthermore, Woodside High School provides choices for students as to how to satisfy the University of California and California State University A-G entrance requirements; more than 98 percent of our students get their first choice of classes. Woodside High School offers a learning community built on the foundation of rigorous standards, collaboration among all stakeholder groups, empathy, respect, and the pursuit of excellence and well-being. This learning community provides students with the opportunities to explore their interests in a diverse, multicultural environment.

I believe that high schools have the obligation to get it right. At Woodside High School, we intersect highly qualified adults on campus, students who really do want to do the right things, and a community that supports both the adults and the students. At Woodside High School, we have diversity and opportunity. Our diversity is in our people—grade levels, socioeconomic status, ethnicity, learning styles and interests. Our diversity is in our programs—Advanced Placement, Green Academy, Business Academy, special education, English language development, Engineering Your World (an engineering pathway) and the arts, to name a few. Finally, our diversity is in our approaches—SOS (Students Offering Support), Naviance, Living Skills (ninth-grade social studies), direct interactive instruction, and fostering the “8 conditions of student success,” to name a few.

My point is that your student will not just survive high school; they will thrive in high school—at Woodside High School.

Diane Burbank  
Principal

### School Safety

Woodside’s safety plan includes disaster and intruder procedures, policies regarding actions leading to suspension and or expulsion, procedure to notify teachers of dangerous pupils, sexual-harassment policy, procedure for safe ingress and egress of pupils, rules on procedures for school discipline, other safe-school strategies and programs, formative evaluation data, needs assessments and action plans. The plan was modified in October 2016 and was reviewed by the Woodside High staff and San Mateo County law enforcement agencies. The plan is revised annually to be in line with the Sequoia Union High School District Safety Plan.

A safe, productive and educational environment is provided for all. Our staff teaches self-discipline, self-control and wise decision-making. Good communication helps to promote our positive school climate. A full activities program encourages the development of the whole student. The PTSA and the school administration communicate weekly to parents through Constant Contact and monthly through their newsletter, the Communicat, as well as email blasts.

We promote a positive learning environment through high levels of expectations for student responsibility and behavior. The Conflict Mediation Program, KLEAR (Kids Learning Empathy and Respect), and SOS (Students Offering Support) provide critical support services to the student body. Certificated and classified personnel also provide support to students as needed. We have a high degree of mutual respect among all student and staff constituencies, which promotes an excellent working relationship and benefits our educational program. Woodside also offers an award-winning, competitive athletic program and extracurricular activities.

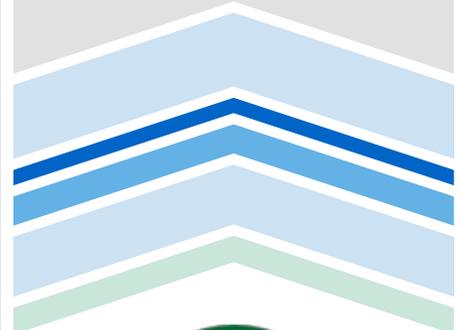
We notify parents and guardians of behavioral problems at the earliest possible date to enlist their assistance. The Sequoia Union High School District implemented School Loop. School Loop allows student and parents to monitor student attendance, grades and current assignments. The Woodside High School website is also a valuable resource for parents. Teacher web pages, school policies and other information may be accessed at any time through the page.

All disciplinary measures adhere to the procedures set forth by both the Sequoia Union High School District Student Behavior Policy and the California Education Code. Administrators employ a policy of progressive discipline, with consequences advancing from counseling students on proper conduct to expulsion, the maximum allowed by Sequoia Union High School District Board policy.



### School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school’s progress, test scores and achievements.



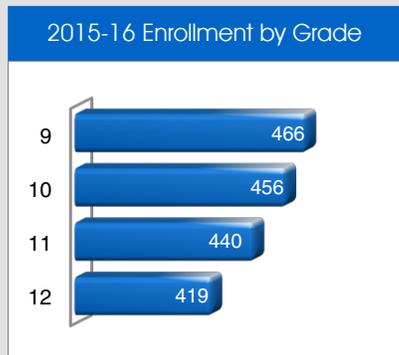
### Board of Trustees

- Carrie Du Bois  
President
- Allen Weiner  
Trustee
- Georgia Jack  
Trustee
- Alan Sarver  
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- Chris Thomsen  
Trustee



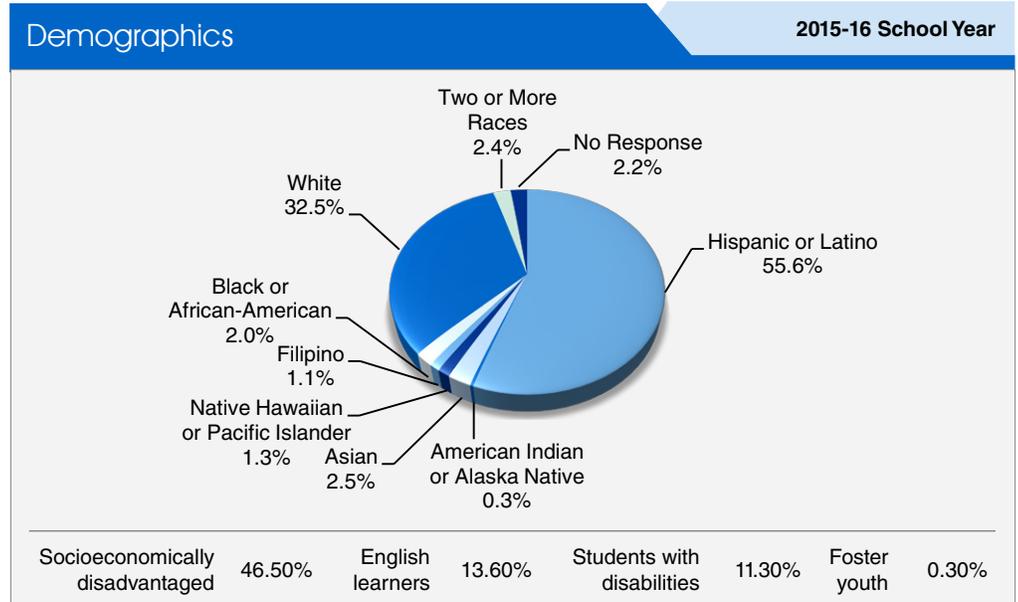
### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



### Enrollment by Student Group

The total enrollment at the school was 1,781 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



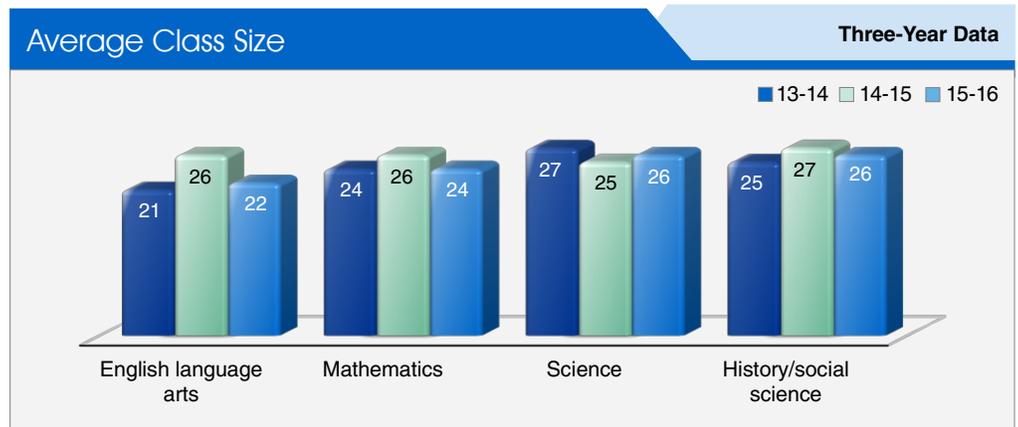
### Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Woodside HS			
	13-14	14-15	15-16
Suspension rates	6.8%	5.3%	4.5%
Expulsion rates	0.3%	0.6%	0.2%
Sequoia UHSD			
	13-14	14-15	15-16
Suspension rates	4.5%	2.9%	4.8%
Expulsion rates	0.1%	0.2%	0.3%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

### Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



### Number of Classrooms by Size

Three-Year Data

Subject	2013-14			2014-15			2015-16		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	46	49	3	39	51	4	28	35	3
Mathematics	28	53		28	53		25	39	9
Science	11	45	5	25	45	1	15	32	9
History/social science	18	26	10	15	51		12	31	12



"I believe that high schools have the obligation to get it right."

### Professional Development

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

1. Teacher Induction Program at Sequoia (TIPS): Support for first- and second-year teachers in teaching and clearing the credential.
2. Peer Assistance and Review (PAR): Support for veteran teachers through administrative referral or teacher initiative.
3. Instructional coaching: Support for teachers in the implementation of Direct Interactive Instruction (DII). Coaches provide training, demonstration lessons, and individual coaching for teachers.
4. Co-teaching: Support for special-education and general-education teachers co-teaching core content classes.
5. Curriculum: Support for curriculum development, materials, training and department needs for science, social studies, English and math.
6. District professional development: Providing professional development through ongoing district seminars focusing on instructional best practices, materials, curriculum training and collaboration for co-teaching. Teachers have the opportunity to participate in instructional rounds.
7. Advancement Via Individual Determination (AVID): Support for the implementation of the AVID program.
8. Smarter Balanced Assessment Consortium (SBAC) staff training.



### California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 9	
Four of six standards	10.8%
Five of six standards	29.7%
Six of six standards	31.3%

### Professional Development Days

#### Three-Year Data

	2014-15	2015-16	2016-17
Woodside HS	3 days	3 days	3 days

### Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

### Federal Intervention Program

#### 2016-17 School Year

	Woodside HS	Sequoia UHSD
Program Improvement status	In PI	In PI
First year of Program Improvement	2010-2011	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of schools currently in Program Improvement	4	
Percentage of schools currently in Program Improvement	66.70%	



## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

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

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

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

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grade 11.

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

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

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

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Woodside HS			Sequoia UHSD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	50%	50%	56%	64%	61%	60%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced
<b>All students</b>	444	424	95.50%	55.90%
<b>Male</b>	223	215	96.41%	60.93%
<b>Female</b>	221	209	94.57%	50.72%
<b>Black or African-American</b>	❖	❖	❖	❖
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖
<b>Asian</b>	14	14	100.00%	64.29%
<b>Filipino</b>	❖	❖	❖	❖
<b>Hispanic or Latino</b>	234	220	94.02%	37.73%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖
<b>White</b>	173	170	98.27%	80.59%
<b>Two or more races</b>	❖	❖	❖	❖
<b>Socioeconomically disadvantaged</b>	202	188	93.07%	31.91%
<b>English learners</b>	61	59	96.72%	11.86%
<b>Students with disabilities</b>	45	42	93.33%	30.95%
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖
<b>Foster youth</b>	❖	❖	❖	❖

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Woodside HS		Sequoia UHSD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>English language arts/literacy</b>	59%	57%	63%	61%	44%	48%
<b>Mathematics</b>	32%	34%	42%	45%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	418	384	91.90%	56.90%
Male	203	182	89.70%	48.90%
Female	215	202	94.00%	64.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	218	204	93.60%	44.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	144	133	92.40%	77.30%
Two or more races	22	21	95.50%	71.40%
Socioeconomically disadvantaged	185	170	91.90%	41.80%
English learners	49	42	85.70%	7.10%
Students with disabilities	46	43	93.50%	19.50%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 11

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	418	389	93.10%	34.10%
Male	203	185	91.10%	32.80%
Female	215	204	94.90%	35.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	218	208	95.40%	22.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	144	134	93.10%	51.50%
Two or more races	22	21	95.50%	52.40%
Socioeconomically disadvantaged	185	174	94.10%	17.50%
English learners	49	45	91.80%	8.90%
Students with disabilities	46	42	91.30%	4.90%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Types of Services Funded

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

## Career Technical Education Participation

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

### Career Technical Education Data

#### Woodside HS

#### 2015-16 Participation

<b>Number of pupils participating in a CTE program</b>	1,358
<b>Percentage of pupils who completed a CTE program and earned a high school diploma</b>	32%
<b>Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education</b>	25%



## Admission Requirements for California's Public Universities

**University of California:** Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

**California State University:** Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at [www.calstate.edu/admission/admission.shtml](http://www.calstate.edu/admission/admission.shtml).

## Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	2014-15 and 2015-16 School Years
	Woodside HS
<b>Percentage of students enrolled in courses required for UC/CSU admission in 2015-16</b>	98.00%
<b>Percentage of graduates who completed all courses required for UC/CSU admission in 2014-15</b>	59.01%

## Career Technical Education Programs

In 2015-16, all students had access to the following CTE pathways within California Department of Education industry sectors:

- Arts and Media Sector: Media and Design Arts and Pathway
- Food Service and Hospitality Sector: Food Service and Hospitality Pathway
- Information Technology Sector: Media Support and Services Pathway with AP Computer Science and Animation/Web Design
- Engineering and Design Sector: Project Lead the Way and engineering design pathway
- The California Partnership Business Technology Academy and The Green and Clean Academy: The program offers a school-within-a-school opportunity for students to explore related careers via more personalized instruction, business-mentor participation, and job and internship opportunities, and water and energy conservation.

Support for career technical education (CTE) efforts:

- Students participate in various career-related support activities such as the following:
- All students had access to Naviance, a college- and career-exploration software
- The Work Experience Program: 32 students were employed and received classroom instruction
- The Academy Mentoring Program: 35 Business Technology Academy students had business mentors; 15 applied for independent-study credit through the program
- Woodside High School Job Placement: Students applying for employment receive counseling about the application process and connections to specific job opportunities
- Sequoia Union High School District
- The Senior Exhibition Project: Students had access to a database of professional community members who agreed to serve as interview subjects on career-related topics
- The College and Career Center: One full-time certificated counselor works to provide students with specific college and career information and opportunities, providing personal help in addition to the online guidance tool Naviance



## Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results may include percentages over 100 percent if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit [www.cde.ca.gov/ci/gc/hs/hsggrmin.asp](http://www.cde.ca.gov/ci/gc/hs/hsggrmin.asp) or [www.cde.ca.gov/ci/gc/hs/cefhsggradreq.asp](http://www.cde.ca.gov/ci/gc/hs/cefhsggradreq.asp).

Completion of High School Graduation Requirements		Graduating Class of 2015	
Group	Woodside HS	Sequoia UHSD	California
All students	91.98%	84.37%	85.66%
Black or African-American	100.00%	89.33%	76.88%
American Indian or Alaska Native	300.00%	128.57%	74.87%
Asian	133.33%	108.94%	92.78%
Filipino	37.50%	106.06%	96.80%
Hispanic or Latino	73.55%	68.01%	84.49%
Native Hawaiian or Pacific Islander	225.00%	113.11%	84.88%
White	120.45%	99.47%	87.23%
Two or more races	158.33%	117.00%	91.36%
Socioeconomically disadvantaged	78.43%	66.67%	76.61%
English learners	32.35%	42.74%	50.90%
Students with disabilities	72.55%	63.28%	68.38%
Foster youth	◇	◇	◇

## Graduation and Dropout Rates

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

Graduation and Dropout Rates		Three-Year Data				
	Graduation Rate			Dropout Rate		
	12-13	13-14	14-15	12-13	13-14	14-15
Woodside HS	92.74%	90.63%	89.39%	1.10%	3.30%	4.50%
Sequoia UHSD	87.68%	86.01%	85.95%	5.60%	6.50%	5.70%
California	80.44%	80.95%	82.27%	11.40%	11.50%	10.70%

◇ Information is not available at this time.



## Advanced Placement Courses

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

### Advanced Placement Courses

#### 2015-16 School Year

Percentage of total enrollment enrolled in AP courses	66.00%
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Number of AP courses offered at the school	17
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#### Number of AP Courses by Subject

Computer science	1
English	2
Fine and performing arts	1
Foreign language	5
Mathematics	3
Science	3
Social science	2

*"At Woodside High School, we intersect highly qualified adults on campus, students who really do want to do the right things, and a community that supports both the adults and the students."*



## Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

## Currency of Textbooks

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

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/28/2016

## Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was in September 2016. All students in the district have the textbooks and instructional materials needed for their classes. All textbooks were chosen using the state and local governing board approved lists. As such, the textbook content fits with the curriculum framework adopted by the State Board of Education.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes; Gold Level, California Edition; Prentice Hall</i>	2004
English language arts	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes; Platinum Level, California Edition; Prentice Hall</i>	2004
Mathematics	<i>Algebra 1, California Edition; Prentice Hall</i>	2005
Mathematics	<i>Integrated Mathematics, McDougal Littell</i>	2007
Mathematics	<i>California Algebra 2, Glencoe</i>	2008
Mathematics	<i>The Practice of Statistics, Third Edition; W.H. Freeman</i>	2007
Science	<i>Biology, Prentice Hall</i>	2005
Science	<i>Integrated Coordinated Science, It's About Time</i>	2005
Science	<i>Conceptual Physics, Pearson/Prentice Hall</i>	2005
Science	<i>Essential Environment: The Science Behind the Stories, Pearson/Benjamin Cummings</i>	2007
History/social science	<i>World Cultures: A Global Mosaic, Prentice Hall</i>	2007
History/social science	<i>Magruder's American Government, Prentice Hall</i>	2000
History/social science	<i>Economics: Today and Tomorrow, Glencoe</i>	2008
History/social science	<i>Modern World History, McDougal Littell</i>	2008

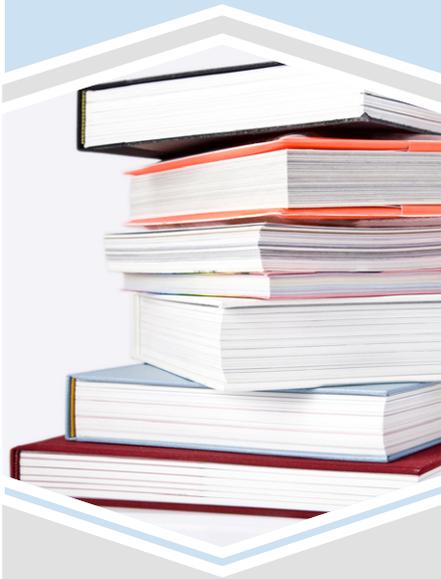
## Quality of Textbooks

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

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

## Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





"At Woodside High School, we have diversity and opportunity."

### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- Electrical:** Electrical systems (interior and exterior)
- Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- Structural:** Structural condition, roofs
- External:** Windows/doors/gates/fences, playgrounds/school grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/18/2016
Date of the most recent completion of the inspection form			10/18/2016

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Heating system in the B wing classrooms needs repair.	2017
Cleanliness	Pest control service is on annual maintenance.	Ongoing
Safety	Old fire-safety emergency system was removed.	2014
Structural	Roof repairs as needed.	Ongoing

### School Facilities

Due to the support of the community, the passage of Measures V, G and J has provided the resources necessary to renovate Woodside High School. The school has benefited from significant upgrades in the past decade, and renovations continue. We have completed a 10,000-square-foot, four-classroom building to house our digital-media courses of photography, animation, audio and visual production, AP Computer Science, journalism, and yearbook. The guidance offices and the cafeteria have also been renovated, offering two new gathering spots—one for parents and one for students.

Woodside High will open a 10-classroom STEM building in 2017.

Woodside is under its estimated capacity of 2,000 students, and we expect our population to increase in the next few years. The construction underway will accommodate this anticipated increase and also propel our students into the 21st century. The school facilities are safe and clean and are adequate for the current student population. No uniform complaints regarding cleanliness, safety or adequacy of facilities were filed in 2015-16.

### Parental Involvement

Current community involvement is accomplished through our Parent Teacher Student Association (PTSA), School Site Council, English Language Learners Advisory Group, Drama Boosters, Athletic Boosters, Music Boosters, sheriff's office, Shared Decision-Making Council, various task forces, class parent groups, Business Technology Academy, Green Academy, AVID (Advancement Via Individual Determination) and Compass groups.

The Woodside Foundation, consisting of parents, staff and community members, is committed to enhancing Woodside's academic programs and continues to provide necessary support and funding. Some of the projects the foundation has funded over the course of past school years include the Mandarin program, computer science sections, a full-time college counselor, class-size reduction, website and public relations materials, SOS program, technology support, library books, testing coordination, field trips, 40 Smart boards, class sections, staff development and tutoring services. For more information on how to become involved in the Woodside High School Foundation, please contact Lucia Tedesco, WHS Foundation president, contact@whsfoundation.org.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	5.0
Average number of students per academic counselor	350
<b>Support Staff</b>	
	<b>FTE</b>
Social/behavioral counselor	1.0
Career development counselor	1.5
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0
Other	<b>FTE</b>
Support services coordinator	1.0
SAAP coordinator	1.6

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Sequoia UHSD	Woodside HS		
	16-17	14-15	15-16	16-17
<b>Teachers</b>				
With a full credential	591	128	118	122
Without a full credential	2	1	1	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Woodside HS		
	14-15	15-16	16-17
<b>Teachers</b>			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	2	0	0
Vacant teacher positions	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Woodside HS	100.00%	0.00%
All schools in district	99.89%	0.11%
High-poverty schools in district	99.80%	0.20%
Low-poverty schools in district	100.00%	0.00%



## School Mission Statement

"All Woodside High School students can and will learn."

We believe in the transformative power of education and of public education, especially to educate all students. At Woodside, we believe we have the obligation, the challenge of getting it right. That is why our mission statement is every student can and will learn.

## Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2014-15 Fiscal Year	
	Sequoia UHSD	Similar Sized District	
<b>Beginning teacher salary</b>	\$56,878	\$46,184	
<b>Midrange teacher salary</b>	\$86,665	\$75,179	
<b>Highest teacher salary</b>	\$105,286	\$96,169	
<b>Average high school principal salary</b>	\$152,664	\$137,939	
<b>Superintendent salary</b>	\$229,117	\$217,637	
<b>Teacher salaries: percentage of budget</b>	34%	35%	
<b>Administrative salaries: percentage of budget</b>	5%	5%	

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
<b>Woodside HS</b>	\$1,381	\$123,589	
<b>Sequoia UHSD</b>	\$7,115	\$111,606	
<b>California</b>	\$5,677	\$77,824	
<b>School and district: percentage difference</b>	-80.6%	+10.7%	
<b>School and California: percentage difference</b>	-75.7%	+58.8%	

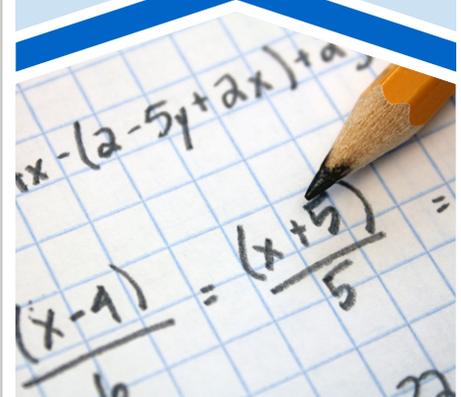
## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
<b>Total expenditures per pupil</b>	\$1,776
<b>Expenditures per pupil from restricted sources</b>	\$395
<b>Expenditures per pupil from unrestricted sources</b>	\$1,381
<b>Annual average teacher salary</b>	\$123,589

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.





Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.

## School Accountability Report Card

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