



Sequoia Union High School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24



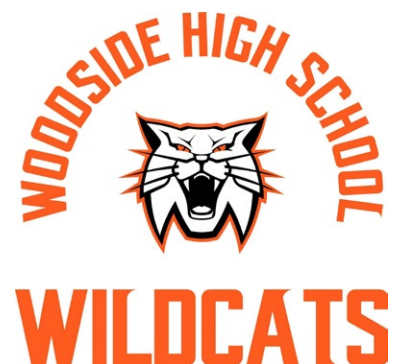
Woodside High School

Grades 9-12
CDS Code 41-69062-4138053

Karen van Putten, Principal
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Principal's Message

Welcome to Woodside High School, a diverse and rigorous learning community committed to preparing students for college/university study and post-secondary options. Our learning community prides itself on serving students with a broad range of needs, including students with Individualized Educational Programs and students who are English Learners. We offer a co-teaching model for special education, college preparatory coursework, Advanced Placement (AP) courses, small-school academy pathways and dual enrollment options in partnership with our local community colleges. 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 numerous opportunities in interscholastic athletics, more than 40 student-driven clubs, visual, digital and performing arts and an award-winning Robotics Team. The quality of instruction and the student-teacher connections at Woodside High School are our strongest assets, and I am committed to making this even stronger, because the human connection is where the magic happens.

Woodside High School students graduate ready to take on the challenges of a demanding university environment and with a unique understanding of a complex and diverse society. Our students have been recognized for their exemplary contributions to their respective communities in the area of community service. Furthermore, Woodside High School provides choices for students as to how to satisfy the University of California and California State University A-G entrance requirements; more than 99% 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 wellbeing. Woodside HS provides students with opportunities to explore their interests in a diverse environment committed to providing all students access and voice.

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, Graphics & Technology Academy, special education, English language development (ELD), Naand the arts, to name a few. Finally, our diversity is in our approaches—Students Offering Support (SOS), Naviance, Living Skills (ninth-grade social studies), direct interactive instruction, and fostering the "8 conditions of student success."

The student experience at Woodside lays the foundation for deeper inquiry, creativity and the development of empathy and this is where both students and staff find their sense of belonging.

Karen van Putten, Principal

School Mission Statement

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

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

School Vision Statement

Woodside High School's Four A's—Academics, Activities, the Arts and Athletics are supported by these three Guiding Principles: Self-worth, Engagement and Purpose.

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

- **Belonging:** feeling like you are part of a group, while knowing you are special for who you are.
- **Heroes:** having someone who believes in you and who is there when you need them.
- **Sense of Accomplishment:** being recognized for many different types of success, including hard work and being a good person.
- **Fun and Excitement:** enjoying what you are doing, whether at work, school or play.
- **Curiosity & Creativity:** asking "why?" and "why not?" about the world around you.
- **Spirit of Adventure:** being excited to try new things, even when you are not sure if you will be good at them.
- **Leadership & Responsibility:** making your own decisions and accepting responsibility for those choices.
- **Confidence to Take Action:** setting goals and taking steps you need to reach them.



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.

District Mission Statement

The mission of the Sequoia Union High School District is to engage and prepare all students to excel in a global society.

The Sequoia Union High School District annually serves more than 8,900 9-12 grade students through its four distinguished comprehensive high schools (Carlmont, Menlo-Atherton, Sequoia, and Woodside), small comprehensive high school (TIDE Academy), dependent charter school (East Palo Alto Academy), continuation high school (Redwood), Middle College (in collaboration with Cañada College) and other specialized programs and services. The district is also the sponsoring agency for two independent charter high schools (Summit and Everest). The district's Adult School based in Redwood City serves 2,000 students annually.

As part of the district's vision of engaging and preparing all students to excel in a global society, the district offers a rigorous college-prep curriculum and support to all students who aspire to higher education, including students "in the middle" and first-generation college students.

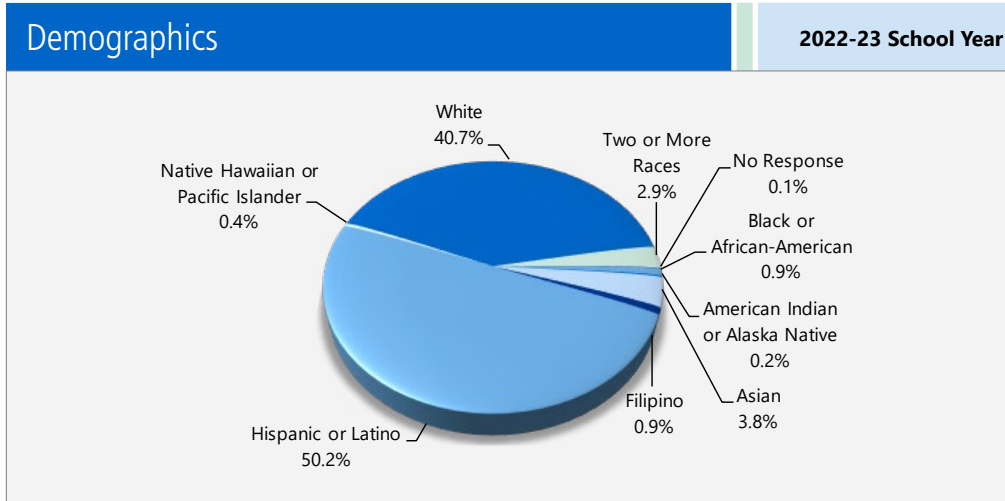
Board of Trustees

- Amy Koo
- Shawneece Stevenson
- Rich Ginn
- Carrie DuBois
- Sathvik Nori



Enrollment by Student Group

The total enrollment at the school was 1,694 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

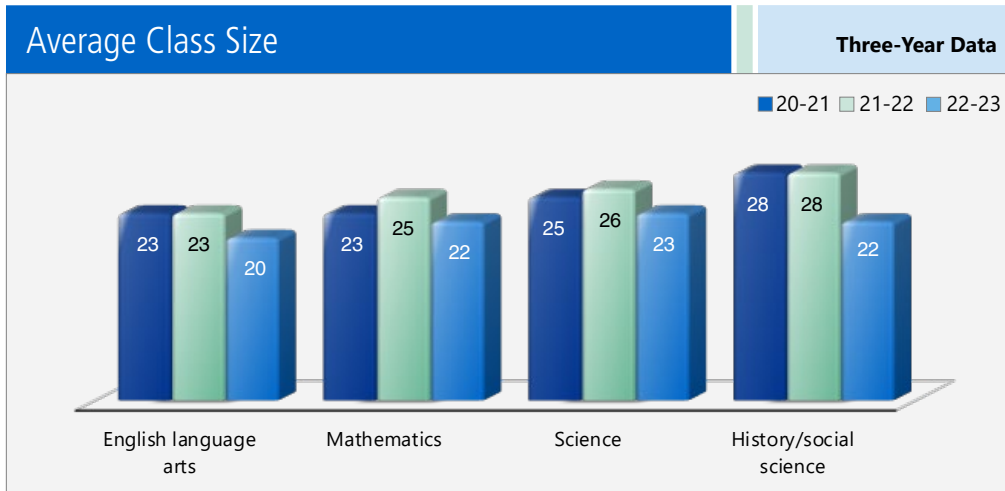


Enrollment by Student Group

Demographics	
2022-23 School Year	
Female	48.50%
Male	51.40%
Non-Binary	0.10%
English learners	14.10%
Foster youth	0.20%
Homeless	0.50%
Migrant	0.70%
Socioeconomically Disadvantaged	32.10%
Students with Disabilities	14.20%

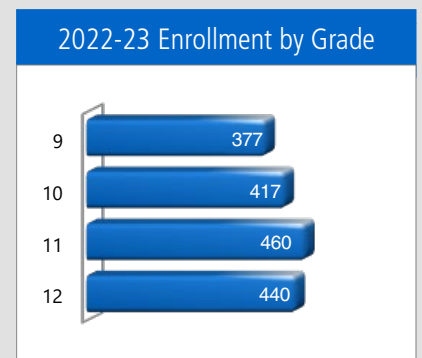
Class Size Distribution

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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.



Number of Classrooms by Size			Three-Year Data						
Subject	2020-21			2021-22			2022-23		
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	37	41		44	37		56	43	6
Mathematics	29	42	1	43	26	1	32	40	6
Science	13	51		25	39	1	30	40	4
History/social science	6	49	8	7	49	1	37	30	7





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Woodside HS			Sequoia Union HSD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	3.20%	3.70%	0.00%	3.90%	4.40%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

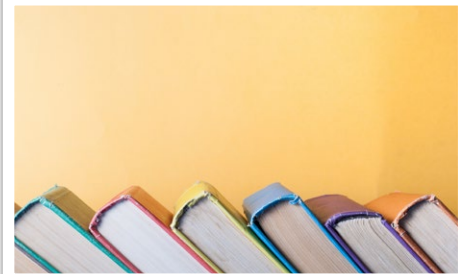
Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	3.70%	0.00%	
Female	3.10%	0.00%	
Male	4.20%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	1.50%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	5.40%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	4.00%	0.00%	
White	1.70%	0.00%	
English Learners	9.80%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	35.70%	0.00%	
Socioeconomically Disadvantaged	6.70%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	7.00%	0.00%	

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2021-22	5
2022-23	10
2023-24	9



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.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Participating in each of the Five Fitness Components

2022-23 School Year

Grade 9

Component:	%
1. Aerobic Capacity	93.3%
2. Abdominal Strength and Endurance	94.4%
3. Trunk Extensor and Strength and Flexibility	93.8%
4. Upper Body Strength and Endurance	93.0%
5. Flexibility	93.0%

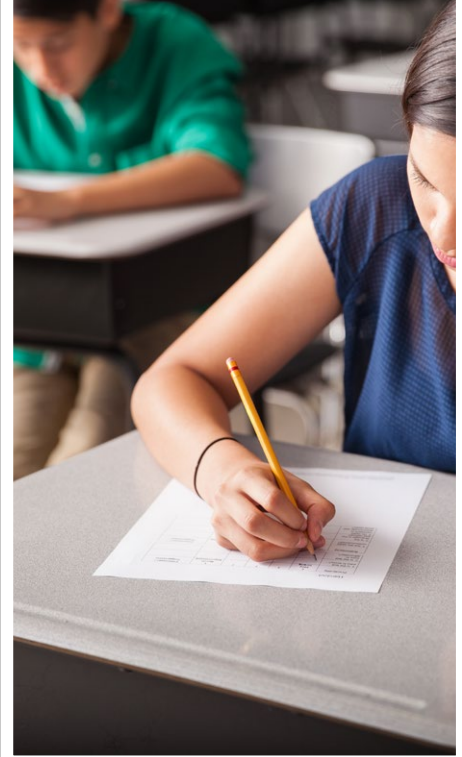


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Woodside HS		Sequoia Union HSD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	38.35%	41.61%	47.88%	50.72%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Woodside HS		Sequoia Union HSD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	65%	64%	66%	66%	47%	46%
Mathematics	41%	44%	45%	44%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

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

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

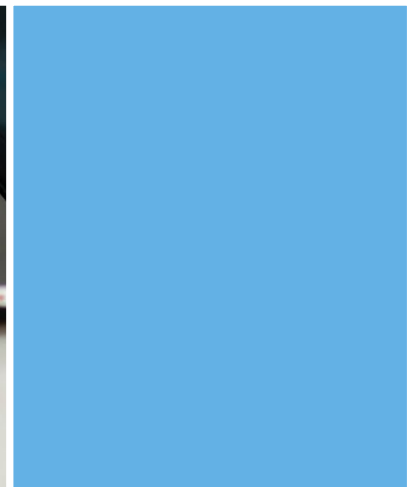
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (high school)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	871	764	87.72%	12.28%	41.49%
Female	431	376	87.24%	12.76%	41.49%
Male	438	387	88.36%	11.64%	41.34%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	33	28	84.85%	15.15%	64.29%
Black or African American	❖	❖	❖	❖	❖
Filipino	12	11	91.67%	8.33%	54.55%
Hispanic or Latino	424	365	86.08%	13.92%	23.84%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	29	27	93.10%	6.90%	48.15%
White	361	323	89.47%	10.53%	59.13%
English Learners	123	93	75.61%	24.39%	3.23%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	8	72.73%	27.27%	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	289	246	85.12%	14.88%	15.45%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	127	98	77.17%	22.83%	11.22%

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





CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	443	381	86.00%	14.00%	63.78%
Female	228	195	85.53%	14.47%	70.77%
Male	214	185	86.45%	13.55%	56.22%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	17	100.00%	0.00%	88.24%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	201	162	80.60%	19.40%	41.98%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	203	182	89.66%	10.34%	79.67%
English Learners	63	39	61.90%	38.10%	5.13%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	132	101	76.52%	23.48%	33.66%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	60	48	80.00%	20.00%	22.92%

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

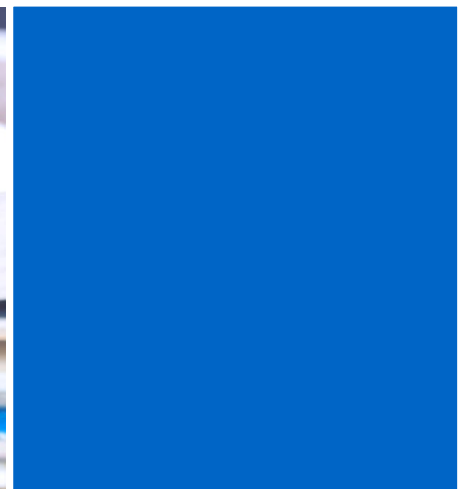




CAASPP Test Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	443	369	83.30%	16.70%	43.90%
Female	228	188	82.46%	17.54%	40.43%
Male	214	180	84.11%	15.89%	47.22%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	16	94.12%	5.88%	75.00%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	201	159	79.10%	20.90%	18.87%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	203	177	87.19%	12.81%	63.28%
English Learners	63	41	65.08%	34.92%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	132	98	74.24%	25.76%	15.31%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	60	46	76.67%	23.33%	8.70%

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





Career Technical Education Programs

In 2022-23, all students had access to the following CTE pathways within the California Department of Education industry sectors:

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

Support for career technical education (CTE) efforts

Students participate in various career-related support activities such as the following:

- All students had access to Naviance, a college- and career-exploration software
- The Work Experience Program: 65 students were employed and received classroom instruction

The Academy Mentoring Program:

- 18 Graphics and Technology Academy students had business mentors
- 27 Green Academy Students had mentors
- Woodside High School Job Placement: Students applying for employment receive counseling about the application process and connections to specific job opportunities
- The College and Career Center: Two 0.8 full-time equivalent (FTE) certificated counselors work to provide students with specific college and career information and opportunities, providing personal help in addition to the online guidance tool Naviance

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2022-23 School Year	
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1,752	1,736	392	22.60%
Female	845	839	208	24.80%
Male	905	895	183	20.40%
Non-Binary	2	2	1	50.00%
American Indian or Alaska Native	3	3	1	33.30%
Asian	65	65	14	21.50%
Black or African American	15	15	3	20.00%
Filipino	15	15	3	20.00%
Hispanic or Latino	897	882	246	27.90%
Native Hawaiian or Pacific Islander	8	8	3	37.50%
Two or More Races	50	50	10	20.00%
White	698	697	112	16.10%
English Learners	275	267	106	39.70%
Foster Youth	7	7	7	100.00%
Homeless	14	14	7	50.00%
Socioeconomically Disadvantaged	608	598	195	32.60%
Students Receiving Migrant Education Services	12	12	2	16.70%
Students with Disabilities	270	268	102	38.10%

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

2022-23 Participation

Number of pupils participating in a CTE program	313
Percentage of pupils who completed a CTE program and earned a high school diploma	1%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	31%



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



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.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	20-21	21-22	22-23	20-21	21-22	22-23
Woodside HS	91.50%	92.20%	90.50%	3.50%	3.40%	7.20%
Sequoia Union HSD	87.80%	90.40%	91.20%	5.00%	4.60%	7.40%
California	83.60%	87.00%	86.20%	9.40%	7.80%	8.20%

Graduation Rate by Student Group (Four-Year Cohort Rate)

Graduation Rate by Student Group	2022-23 School Year		
	Student Group	Number of Students in Cohort	Number of Cohort Graduates
All Students	433	392	90.50%
Female	203	193	95.10%
Male	229	198	86.50%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	16	15	93.80%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	224	192	85.70%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	20	19	95.00%
White	162	155	95.70%
English Learners	73	48	65.80%
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	200	168	84.00%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	73	60	82.20%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered where there are student course enrollments of at least one student.

Advanced Placement Courses	
2022-23 School Year	
Percentage of students enrolled in AP courses	36.70%
Number of AP courses offered at the school	44
Number of AP Courses Offered	
Computer science	2
English	15
Fine and performing arts	2
Foreign language	5
Mathematics	12
Science	4
Social science	4

Courses for University of California (UC) and/or California State University (CSU) Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	
Woodside HS	
2021-22 and 2022-23 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2022-23	98.52%
Percentage of graduates who completed all courses required for UC/CSU admission in 2021-22	73.92%



Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on October 11, 2023. 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		2023-24 School Year
Subject	Textbook	Adopted
English	<i>The Bedford Introduction to Literature: Reading, Thinking, Writing</i> , 6th edition; Bedford/St. Martin's	2002
Mathematics	<i>Big Ideas Math, Algebra 1: A Common Core Curriculum</i> , Big Ideas Learning	2017
Mathematics	<i>Discovering Geometry</i> , 5th edition; Kendall Hunt Publishing Company	2015
Mathematics	<i>Big Ideas Math, Algebra 2: A Common Core Curriculum</i> , Big Ideas Learning	2016
Mathematics	<i>Statistical Reasoning in Sports</i> , W.H. Freeman and Company	2014
Mathematics	<i>The Practice of Statistics</i> , 3rd Edition; W.H. Freeman	2007
Mathematics	<i>Calculus of a Single Variable</i> , 8th edition; Houghton Mifflin Company	2007
Mathematics	<i>Calculus Early Transcendentals</i> , AP edition, 7th edition; Cengage Learning	2011
Science	<i>Biology</i> , Prentice Hall	2005
Science	<i>Campbell Biology in Focus</i> , AP edition, 3rd edition; Pearson	2020
Science	<i>Introduction to the Human Body: The Essentials of Anatomy and Physiology</i> , 7th edition; John Wiley & Sons, Inc.	2008
Science	<i>Conceptual Physics</i> , Pearson/Prentice Hall	2005
Science	<i>Physics for Scientists and Engineers, A Strategic Approach</i> , Vol. 1; Pearson/Addison Wesley	2007
Science	<i>Chemistry</i> , Holt	2008
Science	<i>Modern Chemistry</i> , Holt, Rinehart and Winston	2008
Science	<i>Living by Chemistry</i> , First Edition; W.H. Freeman and Company	2010
Science	<i>The Environment: The Science Behind the Stories</i> , 5th edition/AP edition; Pearson	2007
Health	<i>Prentice Hall Health</i> , Pearson	2010
History/social science	<i>Modern World History</i> , CA edition; Houghton Mifflin Harcourt	2019
History/social science	<i>World History, Culture & Geography: The Modern World</i> , Impact California Social Studies; McGraw Hill	2019
History/social science	<i>Western Civilization Since 1300</i> , Updated AP edition, 10th edition; Cengage	2020
History/social science	<i>United States History: The Twentieth Century</i> , CA edition; Pearson	2019
History/social science	<i>America's History: for the AP Course</i> , 8th edition; Bedford	2017
History/social science	<i>Magruder's American Government</i> , CA edition; Prentice Hall	2019
History/social science	<i>Economics: New Ways of Thinking</i> , 2nd edition revised; EMC	2019
History/social science	<i>Thinking About Psychology: The Science of Mind and Behavior</i> , 4th edition; Bedford, Freeman & Worth	2020

Continued on page 12

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

2023-24 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

2023-24 School Year

Data collection date	10/11/2023
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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 a 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.

Textbooks and Instructional Materials, *Continued from page 11*

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
World Languages	<i>Senderos 1: Spanish for a Connected World</i> ; Vista Higher Learning	2018
World Languages	<i>Senderos 2: Spanish for a Connected World</i> ; Vista Higher Learning	2018
World Languages	<i>Senderos 3: Spanish for a Connected World</i> ; Vista Higher Learning	2018
World Languages	<i>Imagina: Español sin Barreras: Curso Intermedio de Lengua Española</i> , 4th edition; Vista Higher Learning	2018
World Languages	<i>Tejidos: Comunicación Auténtica en un Contexto Cultural</i> ; Wayside Publishing	2018
World Languages	<i>Temas: AP Spanish Language and Culture</i> ; Vista Higher Learning	2017
World Languages	<i>Abriendo Puertas: Ampliando Perspectivas</i> ; Houghton Mifflin Harcourt	2015
World Languages	<i>T'es Branché? 1</i> , 2nd edition; EMC Publishing	2018
World Languages	<i>T'es Branché? 2</i> , 2nd edition; EMC Publishing	2018
World Languages	<i>T'es Branché? 3</i> , 2nd edition; EMC Publishing	2018
World Languages	<i>Imaginez: Le Français Sans Frontières</i> , 3rd edition; Vista Higher Learning	2018
World Languages	<i>Thèmes: AP French Language and Culture</i> ; Vista Higher Learning	2018
World Languages	<i>Oxford Latin Course: Part I</i> , 2nd edition; Oxford University Press	2007
World Languages	<i>Oxford Latin Course: Part II</i> , 2nd edition; Oxford University Press	2007
World Languages	<i>Oxford Latin Course: Part III</i> , 2nd edition; Oxford University Press	2008
World Languages	<i>Jenney's First Year Latin</i> ; Allyn and Bacon, Inc.	Around 1988
World Languages	<i>Integrated Chinese 1: Simplified Characters</i> , 4th edition; Cheng & Tsui	2018
World Languages	<i>Integrated Chinese 2: Simplified Characters</i> , 4th edition; Cheng & Tsui	2018
World Languages	<i>Chaoyue: Advancing in Chinese: A Textbook for Intermediate and Pre-Advanced Students</i> ; Columbia University Press	2018
World Languages	<i>Easy Steps to Chinese 5, Simplified Characters Version</i> ; Beijing Language and Culture University Press	2018
World Languages	<i>Easy Steps to Chinese 6, Simplified Characters Version</i> ; Beijing Language and Culture University Press	2018

Parental Involvement

Parent Teacher Student Association (PTSA) interim president, Naomi Hiller-Reynolds, dragonyoga@hotmail.com.

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

Woodside High School Foundation president: Katherine Gilpin, contact@whsfoundation.org.

The Woodside Foundation, consisting of parents, staff and community members, is committed to enhancing Woodside's academic programs and continues to provide the necessary support and funding. Some of the projects the foundation has funded over the course of past school years include the Mandarin program, computer science sections, a full-time college information specialist, class-size reduction, Advanced Standing (AS)/AP supports, after-school tutoring at The Den, Chromebooks, STEM support, SOS program, instructional technology support, library books, testing coordination, field trips, class sections, staff development, ELD Program and tutoring services.



Quality of Textbooks

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

Quality of Textbooks		2023-24 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	

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.



School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school 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		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Fair	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	9/6/2023	

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		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Sewer in F wing and B Wing / Heating /AC. In bond for repairs. AC/Heat started in the year.	2024-25

School Facilities

Because of the support of the community, the passage of Measures V, G and J has provided the resources necessary to renovate Woodside High School. The school has benefited from significant upgrades in the past decade, and renovations continue. We have completed a 10-classroom building to house our science, technology, engineering, and mathematics (STEM) courses. Woodside also renovated the Culinary Arts, Confidential Space and the cafeteria.

Woodside is under its estimated capacity of 2,000 students, and we expect our population to increase in the next few years. The construction completed and planned will accommodate this anticipated increase and also propel our students into the 21st century. The school facilities are safe, clean and adequate for the current student population. No uniform complaints regarding cleanliness, safety or adequacy of facilities were filed in 2020-21.

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 December 2023 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.

Woodside provides a safe, productive and educational environment for all. Our staff teaches self-discipline, self-control and wise decision-making. Good communication helps to promote our positive school climate. A full activities program encourages the development of the whole student. 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. The Principal’s Message is delivered monthly using SMORE.

We promote a positive learning environment through high levels of expectations for student responsibility and behavior. The Conflict Mediation, Kids Learning Empathy and Respect (KLEAR), and SOS programs provide critical support services to the student body. Certified and classified personnel also provide support to students as needed. We have a high degree of mutual respect among all students 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 uses Infinite Campus and CANVAS; this allows students and parents to monitor student attendance, grades and current assignments. The Woodside High School website is also a valuable resource for parents, School policies, and other information may be accessed at any time through the school webpage.

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.



“At Woodside High School, we have diversity and opportunity.”



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

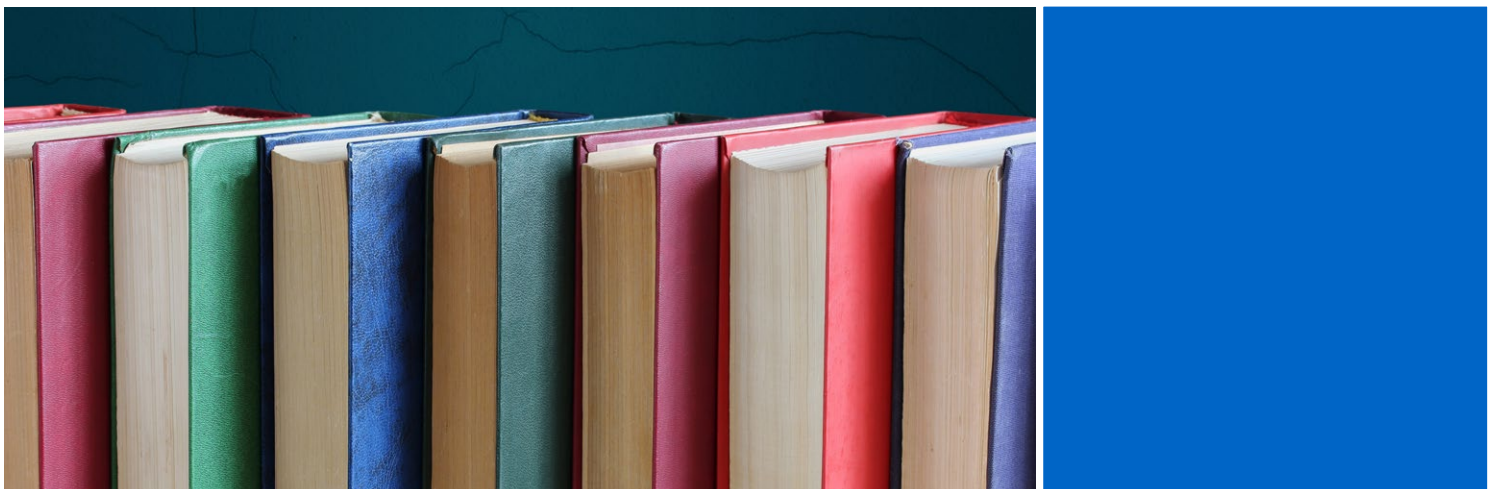
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	93.6	84.0%	469.9	81.8%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	4.7	0.8%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	0.7%	20.1	3.5%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	1.9%	16.3	2.8%	12,115.8	4.4%
Unknown	14.9	13.4%	63.3	11.0%	18,854.3	6.9%
Total Teaching Positions	111.5	100.0%	574.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	90.9	80.4%	481.3	81.1%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.1	1.0%	6.7	1.1%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	0.3%	14.4	2.4%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.0	1.8%	14.3	2.4%	11,953.1	4.3%
Unknown	18.7	16.5%	76.4	12.9%	15,831.9	5.7%
Total Teaching Positions	113.1	100.0%	593.2	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CaSAAS) provided by the Commission on Teacher Credentialing. For information on the CaSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	0.0
Misassignments	0.7	0.3
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.7	0.3

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	2.1	2.0
Total Out-of-Field Teachers	2.1	2.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.5%	0.2%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.8%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	275:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	6.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	2.0
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.6
Resource specialist (nonteaching)	0.0



Financial Data

The financial data displayed in this SARC is from the 2021-22 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data	2021-22 Fiscal Year	
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	\$72,753	\$57,234
Midrange teacher salary	\$110,855	\$95,466
Highest teacher salary	\$134,672	\$122,669
Average high school principal salary	\$205,751	\$173,197
Superintendent salary	\$284,828	\$277,571
Teacher salaries: percentage of budget	30.43%	31.17%
Administrative salaries: percentage of budget	4.72%	4.46%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Woodside HS	\$14,214	\$105,977
Sequoia Union HSD	\$13,235	\$101,104
California	\$7,607	\$97,850
School and district: percentage difference	+7.4%	+4.8%
School and California: percentage difference	+86.9%	+8.3%

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$19,697
Expenditures per pupil from restricted sources	\$5,483
Expenditures per pupil from unrestricted sources	\$14,214
Annual average teacher salary	\$105,977



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://dq.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 2024.