Sequoia Union High School District

480 James Avenue   Redwood City, CA 94062   ▪   www.seq.org

Dr. Darnise Williams, Superintendent   ▪   dwilliams@seq.org   ▪   (650) 369-1411

SARC
2021-22

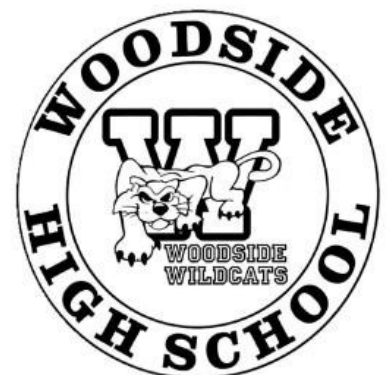School Accountability
Report Card
Published in 2022-23

Woodside High School

Grades 9-12
CDS Code 41-69062-4138053

Karen van Putten, Principal
kvanputten@seq.org

199 Churchill Avenue
Woodside, CA 94062
(650) 367-9750

www.woodsidehs.org

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 autism and students who are English learners, and offering the resource specialist program, 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 50 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), Engineering Your World (an engineering pathway) and 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 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 November 2022 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 weekly 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. Certificated 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.

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.
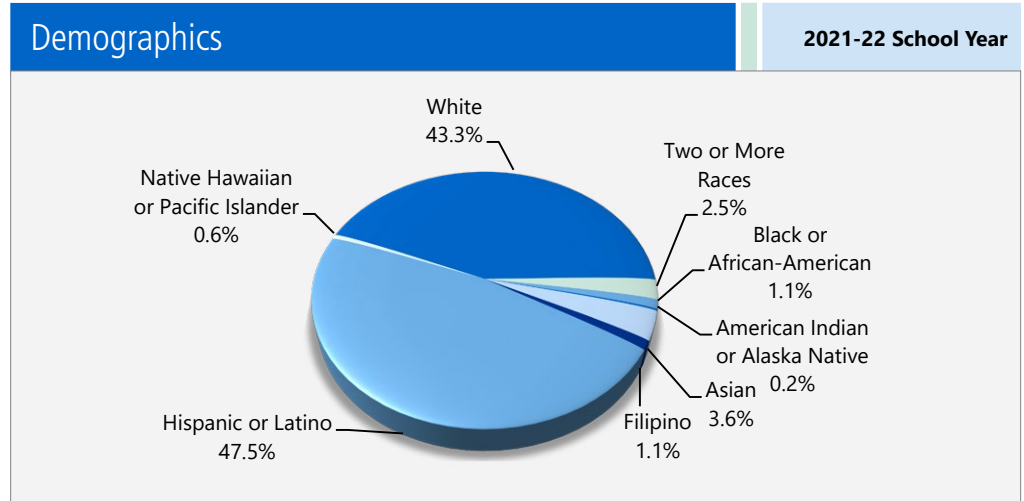
Board of Trustees

Chris Thomsen

Shawneece Stevenson

Rich Ginn

Carrie DuBois

Alan Sarver

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	50.80%
Male	49.20%
Non-Binary	0.10%
English learners	13.10%
Foster youth	0.10%
Homeless	0.60%
Migrant	0.50%
Socioeconomically Disadvantaged	31.00%
Students with Disabilities	14.80%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

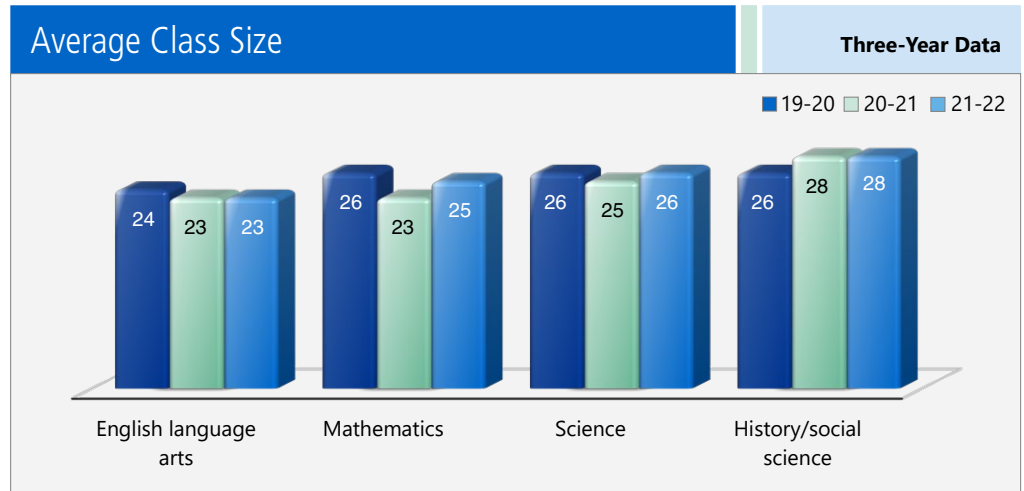| Grade	Students
9	402
10	441
11	425
12	491

Enrollment by Student Group

The total enrollment at the school was 1,759 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2021-22 School Year

- White 43.3%
- Two or More Races 2.5%
- Black or African-American 1.1%
- American Indian or Alaska Native 0.2%
- Asian 3.6%
- Filipino 1.1%
- Hispanic or Latino 47.5%
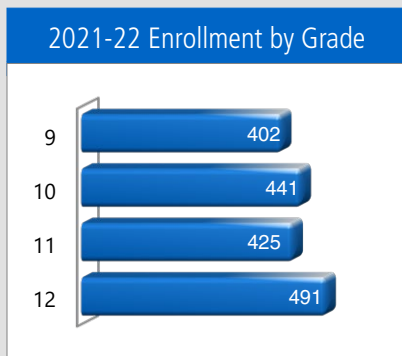- Native Hawaiian or Pacific Islander 0.6%

Class Size Distribution

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

Average Class Size — Three-Year Data

Legend: 19-20, 20-21, 21-22

Subject	19-20	20-21	21-22
English language arts	24	23	23
Mathematics	26	23	25
Science	26	25	26
History/social science	26	28	28

Number of Classrooms by Size — Three-Year Data

Subject	2019-20			2020-21			2021-22		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	51	49		37	41		44	37	
Mathematics	40	50	1	29	42	1	43	26	1
Science	14	52		13	51		25	39	1
History/social science	10	36	10	6	49	8	7	49	1

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.

Suspensions and Expulsions						Two-Year Data
	Woodside HS		Sequoia Union HSD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	3.2%	0.0%	3.9%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Woodside HS	Sequoia Union HSD	California
	19-20	19-20	19-20
Suspension rates	4.3%	3.8%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2021-22 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	3.2%	0.0%
Female	2.5%	0.0%
Male	3.9%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	4.8%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.2%	0.0%
White	1.9%	0.0%
English Learners	9.3%	0.0%
Foster Youth	0.0%	0.0%
Homeless	8.3%	0.0%
Socioeconomically Disadvantaged	4.8%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	8.4%	0.0%

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	
2021-22 School Year	
Grade 9	
Component:	**%**
1. **Aerobic Capacity**	91%
2. **Abdominal Strength and Endurance**	89%
3. **Trunk Extensor and Strength and Flexibility**	89%
4. **Upper Body Strength and Endurance**	90%
5. **Flexibility**	89%

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.

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:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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	
	Woodside HS		Sequoia Union HSD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	38.35%	▲	47.88%	28.50%	29.47%

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	
	Woodside HS		Sequoia Union HSD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	✱	65%	✱	66%	✱	47%
Mathematics	✱	41%	✱	45%	✱	33%

▲ This school and district did not test students using the CAASPP for Science.

✱ Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

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

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	906	765	84.44%	15.56%	38.35%
Female	450	378	84.00%	16.00%	38.89%
Male	455	387	85.05%	14.95%	37.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	30	26	86.67%	13.33%	69.23%
Black or African American	❖	❖	❖	❖	❖
Filipino	12	8	66.67%	33.33%	❖
Hispanic or Latino	428	356	83.18%	16.82%	20.85%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	35	34	97.14%	2.86%	58.82%
White	384	330	85.94%	14.06%	53.94%
English Learners	117	89	76.07%	23.93%	3.41%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	311	253	81.35%	18.65%	14.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	133	102	76.69%	23.31%	9.90%

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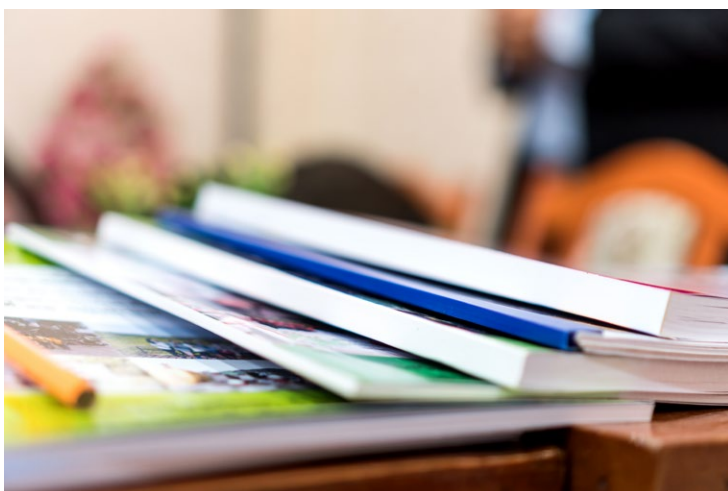
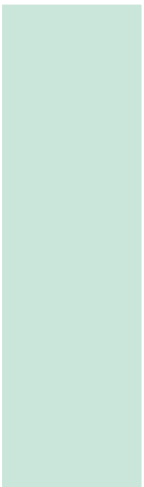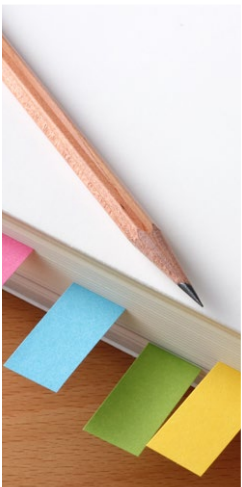## CAASPP Test Results by Student Group: English Language Arts (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	425	344	80.94%	19.06%	65.10%
Female	205	164	80.00%	20.00%	68.71%
Male	219	180	82.19%	17.81%	61.80%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	16	13	81.25%	18.75%	84.62%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	221	169	76.47%	23.53%	51.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	18	16	88.89%	11.11%	81.25%
White	159	136	85.53%	14.47%	78.20%
English Learners	61	35	57.38%	42.62%	8.57%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	164	118	71.95%	28.05%	42.37%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	66	48	72.73%	27.27%	30.43%

❖ 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 Standards					2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	425	352	82.82%	17.18%	40.97%
Female	205	165	80.49%	19.51%	36.36%
Male	219	187	85.39%	14.61%	45.11%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	16	13	81.25%	18.75%	53.85%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	221	186	84.16%	15.84%	25.27%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	18	16	88.89%	11.11%	62.50%
White	159	127	79.87%	20.13%	60.80%
English Learners	61	47	77.05%	22.95%	4.26%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	164	133	81.10%	18.90%	18.94%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	66	47	71.21%	28.79%	13.33%

❖ 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.
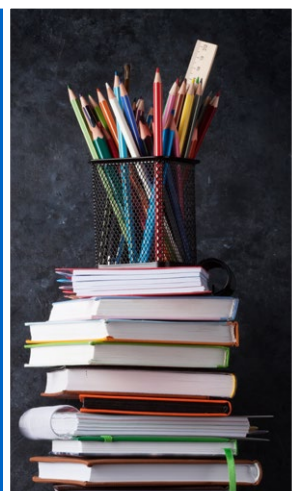
Career Technical Education Participation

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

Career Technical Education Data	
Woodside HS	
2021-22 Participation	
Number of pupils participating in a CTE program	431
Percentage of pupils who completed a CTE program and earned a high school diploma	7%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	39%

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 Programs

In 2020-21, 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				2021-22 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	1,826	1,814	389	21.40%
Female	921	917	209	22.80%
Male	904	896	180	20.10%
American Indian or Alaska Native	4	4	1	25.00%
Asian	68	68	6	8.80%
Black or African American	21	21	8	38.10%
Filipino	20	20	6	30.00%
Hispanic or Latino	881	871	244	28.00%
Native Hawaiian or Pacific Islander	13	13	1	7.70%
Two or More Races	46	45	3	6.70%
White	773	772	120	15.50%
English Learners	290	285	94	33.00%
Foster Youth	2	2	2	100.00%
Homeless	12	11	3	27.30%
Socioeconomically Disadvantaged	628	622	190	30.50%
Students Receiving Migrant Education Services	8	8	1	12.50%
Students with Disabilities	287	283	107	37.80%

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		
	19-20	20-21	21-22	19-20	20-21	21-22
Woodside HS	88.30%	91.50%	92.20%	6.30%	3.50%	3.40%
Sequoia Union HSD	87.60%	87.80%	90.40%	9.60%	5.00%	4.60%
California	84.20%	83.60%	87%	8.90%	9.40%	7.80%

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

Graduation Rate by Student Group	2021-22 School Year		
Student Group	**Number of Students in Cohort**	**Number of Cohort Graduates**	**Cohort Graduation Rate**
All Students	502	463	92.20%
Female	252	240	95.20%
Male	250	223	89.20%
Non-Binary	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	14	14	100.00%
Black or African American	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	219	188	85.80%
Native Hawaiian or Pacific Islander	❖	❖	❖
Two or More Races	17	17	100.00%
White	233	226	97.00%
English Learners	75	49	65.30%
Foster Youth	❖	❖	❖
Homeless	❖	❖	❖
Socioeconomically Disadvantaged	204	171	83.80%
Students Receiving Migrant Education Services	❖	❖	❖
Students with Disabilities	83	67	80.70%

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.

Advanced Placement Courses

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

Advanced Placement Courses	
2021-22 School Year	
Percentage of students enrolled in AP courses	34.60%
Number of AP courses offered at the school	46
Number of AP Courses by Subject	
Computer science	1
English	16
Fine and performing arts	2
Foreign language	4
Mathematics	13
Science	4
Social science	6

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	
2020-21 and 2021-22 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2021-22	98.24%
Percentage of graduates who completed all courses required for UC/CSU admission in 2020-21	69.13%

❖ 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.

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	
2022-23 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	
2022-23 School Year	
Data collection date	9/21/2022

Textbooks and Instructional Materials

Textbook selections are made by department chairs and Educational Services and are based on their alignment with state and federal standards. Final approval of books put forth by staff comes from the school board. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 21, 2022. 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		2022-23 School Year
Subject	**Textbook**	**Adopted**
English	*The Bedford Introduction to Literature: Reading, Thinking, Writing*, 6th edition; Bedford/St. Martin's	2002
Mathematics	*Big Ideas Math, Algebra 1: A Common Core Curriculum*, Big Ideas Learning	2017
Mathematics	*Discovering Geometry*, 5th edition; Kendall Hunt Publishing Company	2015
Mathematics	*Big Ideas Math, Algebra 2: A Common Core Curriculum*, Big Ideas Learning	2016
Mathematics	*Statistical Reasoning in Sports*, W.H. Freeman and Company	2014
Mathematics	*The Practice of Statistics*, 3rd Edition; W.H. Freeman	2007
Mathematics	*Calculus of a Single Variable*, 8th edition; Houghton Mifflin Company	2007
Mathematics	*Calculus Early Transcendentals*, AP edition, 7th edition; Cengage Learning	2011
Science	*Biology*, Prentice Hall	2005
Science	*Campbell Biology in Focus*, AP edition, 3rd edition; Pearson	2020
Science	*Introduction to the Human Body: The Essentials of Anatomy and Physiology*, 7th edition; John Wiley & Sons, Inc.	2008
Science	*Conceptual Physics*, Pearson/Prentice Hall	2005
Science	*Physics for Scientists and Engineers, A Strategic Approach*, Vol. 1; Pearson/Addison Wesley	2007
Science	*Chemistry*, Holt	2008
Science	*Modern Chemistry*, Holt, Rinehart and Winston	2008
Science	*Living by Chemistry*, First Edition; W.H. Freeman and Company	2010
Science	*The Environment: The Science Behind the Stories*, 5th edition/AP edition; Pearson	2007
Health	*Prentice Hall Health*, Pearson	2010
History/social science	*Modern World History*, CA edition; Houghton Mifflin Harcourt	2019
History/social science	*World History, Culture & Geography: The Modern World*, Impact California Social Studies; McGraw Hill	2019
History/social science	*Western Civilization Since 1300*, Updated AP edition, 10th edition; Cengage	2020
History/social science	*United States History: The Twentieth Century*, CA edition; Pearson	2019
History/social science	*America's History: for the AP Course*, 8th edition; Bedford	2017
History/social science	*Magruder's American Government*, CA edition; Prentice Hall	2019
History/social science	*Economics: New Ways of Thinking*, 2nd edition revised; EMC	2019
History/social science	*Thinking About Psychology: The Science of Mind and Behavior*, 4th edition; Bedford, Freeman & Worth	2020

Textbooks and Instructional Materials, *Continued from page 12*

Textbooks and Instructional Materials List		2022-23 School Year
Subject	**Textbook**	**Adopted**
World Languages	*Senderos 1: Spanish for a Connected World*; Vista Higher Learning	2018
World Languages	*Senderos 2: Spanish for a Connected World*; Vista Higher Learning	2018
World Languages	*Senderos 3: Spanish for a Connected World*; Vista Higher Learning	2018
World Languages	*Imagina: Español sin Barreras: Curso Intermedio de Lengua Española*, 4th edition; Vista Higher Learning	2018
World Languages	*Tejidos: Comunicación Auténtica en un Contexto Cultural*; Wayside Publishing	2018
World Languages	*Temas: AP Spanish Language and Culture*; Vista Higher Learning	2017
World Languages	*Abriendo Puertas: Ampliando Perspectivas*; Houghton Mifflin Harcourt	2015
World Languages	*T'es Branché?* 1, 2nd edition; EMC Publishing	2018
World Languages	*T'es Branché?* 2, 2nd edition; EMC Publishing	2018
World Languages	*T'es Branché?* 3, 2nd edition; EMC Publishing	2018
World Languages	*Imaginez: Le Français Sans Frontières*, 3rd edition; Vista Higher Learning	2018
World Languages	*Thémes: AP French Language and Culture*; Vista Higher Learning	2018
World Languages	Oxford Latin Course: Part I, 2nd edition; Oxford University Press	2007
World Languages	Oxford Latin Course: Part II, 2nd edition; Oxford University Press	2007
World Languages	Oxford Latin Course: Part III, 2nd edition; Oxford University Press	2008
World Languages	*Jenney's First Year Latin*; Allyn and Bacon, Inc.	Around 1988
World Languages	*Integrated Chinese 1: Simplified Characters*, 4th edition; Cheng & Tsui	2018
World Languages	*Integrated Chinese 2: Simplified Characters*, 4th edition; Cheng & Tsui	2018
World Languages	*Chaoyue: Advancing in Chinese: A Textbook for Intermediate and Pre Advanced Students*; Columbia University Press	2018
World Languages	*Easy Steps to Chinese 5, Simplified Characters Version*; Beijing Language and Culture University Press	2018
World Languages	*Easy Steps to Chinese 6, Simplified Characters Version*; Beijing Language and Culture University Press	2018

Quality of Textbooks

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

Quality of Textbooks	2022-23 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Parental Involvement

Parent Teacher Student Association (PTSA) president, Laura Legros, whsptsa199@gmail.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 Co-presidents: 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.

"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."

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.

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2020-21	5
2021-22	5
2022-23	10

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	2022-23 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)	Fair
Cleanliness: Pest/vermin control, overall cleanliness	Fair
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair
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 school site inspection	10/11/2022

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		2022-23 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	Some sewage pipes need repair. Possible bond money needed.	TBD
Cleanliness	Monthly pest control on campus.	Ongoing
Restrooms/fountains	Toilets not working in F-wing (one in boys, one in girls). Work order placed.	Parts ordered
External	Exterior walkways need to be smoothed. Process has begun at the main entrance and will continue throughout areas with pavers.	November 3-4 and ongoing

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

"Our students have been recognized for their exemplary contributions to their respective communities in the area of community service."

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays 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 (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/calpadsupdflash201.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	
Authorization/Assignment	**2020-21**	**2021-22**
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	
Indicator	**2020-21**	**2021-22**
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	
Indicator	**2020-21**	**2021-22**
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	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	281:1
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	5.0
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	1.3
Resource specialist (nonteaching)	0.0

Financial Data

The financial data displayed in this SARC is from the 2020-21 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		2020-21 Fiscal Year
	Sequoia Union HSD	Similar Sized District
Beginning teacher salary	$70,979	$55,947
Midrange teacher salary	$108,151	$90,080
Highest teacher salary	$131,387	$117,121
Average high school principal salary	$205,878	$164,633
Superintendent salary	$250,000	$261,984
Teacher salaries: percentage of budget	30%	31%
Administrative salaries: percentage of budget	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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Woodside HS	$13,650	$97,834
Sequoia Union HSD	$16,559	$108,385
California	$6,594	$94,126
School and district: percentage difference	-17.6%	-9.7%
School and California: percentage difference	+107.0%	+3.9%

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	
2020-21 Fiscal Year	
Total expenditures per pupil	$19,209
Expenditures per pupil from restricted sources	$5,560
Expenditures per pupil from unrestricted sources	$13,650
Annual average teacher salary	$97,834
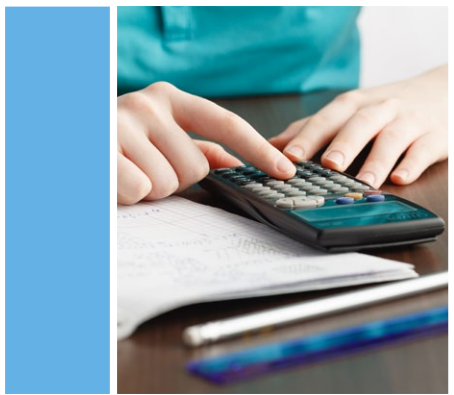
Expenditures Per Pupil

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.

Woodside High School

School Accountability Report Card