Woodside Elementary School District

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(650) 851-1571

2016-2017 School Accountability Report Card
Published in the 2017-2018 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

• For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.

• View this SARC online at the school and/or LEA websites.

• For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.

• For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

School Profile (School Year 2017-18)

Woodside Elementary School District, dating back to 1851, serves approximately 454 preschool through eighth grade students on a single school site. The beautiful wooded 15 acre site is on Highway 84, and serves as "the focal point of the community." The school is located in the town of Woodside, backing up against county parks and a game refuge, retains its woodsy, rural feeling with large redwoods, pastures, horse stables and trails.

The District is known for its standards of excellence and rich, balanced curriculum which provides many opportunities for student success. The achievement level of students is among the highest in the state; our students also excel in the arts, science fair, and athletics.

Woodside residents take active roles in their community, valuing its environmental and historical heritage, as well as its excellent public school. The area offers a multitude of educational, cultural, and recreational opportunities within close proximity.

Enrollment by Grade (School Year 2016-17)

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
K	66	54	47
1st	46	47	44
2nd	54	45	54
3rd	37	52	46
4th	61	39	48
5th	48	57	37
6th	36	37	52
7th	45	38	37
8th	44	40	35

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	2.3%
American Indian or Alaska Native	-
Asian	3.8%
Filipino	-
Hispanic or Latino	11.3%
Native Hawaiian or Pacific Islander	1.8%
White	70.8%
Two or More Races	9.5%
EL Students	5.5%
Socioeconomically Disadvantaged	11.0%
Students with Disabilities	11.0%
Foster Youth	-

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair.

School Facilities (School Year 2017-18)

Woodside School is a unique community facility that offers all the benefits of a personalized small school. The fifteen acre campus provides an environment of beauty to its students. In addition to the academic buildings, the school recently completed four construction projects: a new multipurpose room, computer and design labs, preschool, and renovation projects including roofing and drainage. A library serves the preschool through 8th grade classes.

Outdoor facilities include two soccer fields, one baseball field and two tennis courts. Separate play areas with equipment are provided for the preschool, kindergarten, primary, intermediate and middle grades.

The chart displays results of the most recent facilities inspection report. Data in the chart was collected in October 2017.

School Facility Conditions				
Date of Last Inspection: 10/02/2017				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Instructional Materials (School Year 2017-18)

Woodside Elementary held a public hearing on October 10, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
6th-8th	English/Language Arts	Heinemann	2014	Yes	0.0%
5th-8th	Foreign Language	ChinaSprout	2013	Yes	0.0%
5th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%
8th	Geometry	Big Ideas Learning	2015	Yes	0.0%
6th-8th	Mathematics	Big Ideas Learning	2015	Yes	0.0%
3rd-5th	Mathematics	Pearson	2015	Yes	0.0%
K-2	Mathematics	Pearson	2015	Yes	0.0%
K-5	Reading/Language Arts	Heinemann	2014	Yes	0.0%
6th-8th	Science	CPO Science	2007	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2015	Yes	0.0%
K-4	Social Science/History	Scott Foresman - Standards Aligned	2008	Yes	0.0%
5th-8th	Social Science/History	Teacher's Curriculum Institute/History Alive	2010	Yes	0.0%

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	40	40	40	40
Without Full Credentials	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions		0	0

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016–17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district,, and state information on 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 three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School 2015	School 2016	School 2017	District 2015	District 2016	District 2017	State 2015	State 2016	State 2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	85	81	--	85	81	--	48	48
Mathematics (Grades 3-8 and 11)	--	83	80	--	83	80	--	36	37
Science (Grades 5, 8, and 10)	90	89	--	90	89	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress

Student Groups	Total Enrollment	English-Language Arts Number Tested	English-Language Arts Percent Tested	English-Language Arts % Met or Exceeded CA Standard	Mathematics Number Tested	Mathematics Percent Tested	Mathematics % Met or Exceeded CA Standard
All Students	256	253	98.83	81.03	253	98.83	79.84
Male	136	133	97.79	78.2	133	97.79	84.21
Female	120	120	100.00	84.17	120	100.00	75
Asian	11	11	100.00	81.82	11	100.00	90.91
Hispanic or Latino	30	30	100.00	56.67	30	100.00	50
White	183	180	98.36	88.89	180	98.36	87.78
Two or More Races	20	20	100.00	75	20	100.00	80
Socioeconomically Disadvantaged	26	26	100.00	46.15	26	100.00	34.62
English Learners	22	22	100.00	50	22	100.00	50
Students with Disabilities	26	24	92.31	45.83	24	92.31	54.17

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

In the spring of each year, Woodside School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	33.3%	44.4%
7	24.3%	35.1%	27.0%

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

C. Engagement State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district.

1.) Strategic planning input

2.) Weekly bulletin with parent opportunities

3.) Parent forums on curriculum and student services

4.) Parent survey

Parent Involvement (School Year 2017-18)

Woodside School's success can be attributed to wide-ranging support from the community, the school Foundation and PTA. The Woodside School Foundation granted over $1.8 million to the District in 2017-2018 for program operations.

The School Site Council, including staff and parent representatives, sets goals and approves the Single Plan for Student Achievement each year. The goals for the 2017-2018 school year are:

1.) Differentiation is a priority of the Woodside School Community; support for English Language Learners and other students with diverse learning styles

2.) Middle School instructional program and community building

3.) SEL program throughout the school day

4.) Design thinking theory and the design process as students move through TK-8th grade

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Woodside School at (650) 851-1571 or visit the school's website at www.woodsideschool.us.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension and expulsion rates; and

• Other local measures on the sense of safety.

Discipline & Climate for Learning

Woodside School provides children with a nurturing yet challenging school environment consistent with Woodside's cohesive, "small town" character. In collaboration with parents, the staff instills in our students a love of learning, respect and compassion for others, and a global, multicultural awareness. Sensitive to the individual needs and talents of each child, our teachers provide a balanced, engaging and academically rigorous education. The combination of a stimulating and innovative curriculum in a supportive environment enables students to achieve their highest potential. Our students leave Woodside School eager and prepared to meet future academic and personal challenges.

Parents and students are informed of school rules and discipline policies through the School Handbook, weekly electronic bulletin, and student folders. Students are guided by a school philosophy and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Woodside School is proud of the safe and positive learning environment provided for its students. Staff members model positive behavior and students are rewarded for positive acts.

Woodside School implemented a Social and Emotional Learning (SEL) program, which supports our positive school climate and students' overall wellness. SEL focuses on five core competencies: self-management, social awareness, self-awareness, relationship skills, and responsible decision-making. SEL focuses on teachable skills that promote a developmentally appropriate learning environment. SEL supports classrooms that are safe, predictable, efficient, and effective. SEL lessons occur weekly at the K-5 level. Specialists play a critical role in reinforcing the lessons and helping students generalize their SEL skills across contexts. All middle school students participate in advisory classes two times per month. Advisory class empowers students through the Open Session forum, whereby students respond to student generated topics and problems and experience the empathy and support of their peers. Students expand their perspectives and compassion and develop coping strategies for both every day stresses and more acute crises. All middle school teachers have been trained in SEL strategies and weave lessons into daily activities and curricula.

Older students serve as mentors helping younger students and those with special needs in projects, extracurricular activities, and academic subjects. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom activities promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include visiting the school's large central library where students can utilize the Accelerated Reader software program which encourages growth in reading and increases the number of books read per student. In addition, the school has developed a community garden. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: basketball, volleyball, flag football, tennis, and track. Woodside School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during monthly awards assemblies and by their classroom teachers.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	14-15	15-16	16-17	14-15	15-16	16-17
School	1.35	0.24	0.00	0.00	0.00	0.00
District	1.35	0.24	0.00	0.00	0.00	0.00
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Woodside School. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Woodside School Emergency Plan was last reviewed and updated in November 2017. All revisions were communicated to both the classified and certificated staff. The plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and during lunch by certificated and classified staff. There is a designated area for student drop off and pick up. All visitors are expected to sign in at the front office upon arrival at the school's campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	15	16	17	15	16	17	15	16	17	15	16	17
By Grade Level												
K	19	19	25	4	4	4	1	-	-	-	1	1
1	15	16	15	3	3	3	-	-	-	-	-	-
2	18	15	18	3	3	3	-	-	-	-	-	-
3	19	17	15	2	3	3	-	-	-	-	-	-
4	20	20	16	1	2	3	2	-	-	-	-	-
5	16	19	19	3	3	2	-	-	-	-	-	-
6	15	15	18	24	20	18	-	3	8	-	-	-
Other	-	-	4	-	-	1	-	-	-	-	-	-
By Subject Area												
English	15	20	18	6	4	4	-	-	-	-	-	-
Mathematics	16	-	6	7	-	1	1	-	-	-	-	-
Science	15	20	18	6	4	4	-	-	-	-	-	-
Social Science	15	20	18	6	4	4	-	-	-	-	-	-

Counseling & Support Staff (School Year 2016-17)

It is our goal at Woodside School to support all students in their social and emotional development as well as their academic success. The school gives special attention to all students who experience achievement challenges and who have social or emotional problems. Regular meetings are held to discuss student related concerns and to problem solve on these matters as a staff and with parent participation. The table lists the support service personnel available at Woodside School. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	1.00
Psychologist	1	1.0
Reading Specialist	2	1.6
Speech Language Pathologist	1	1.0

Staff Development

As part of the growth process, opportunities for training and staff development are provided at the school site to administrators, teachers, and classified staff. The school offers on-going staff development days annually where staff members are offered professional growth opportunities in differentiated instruction, technology, curriculum, design thinking, teaching strategies and social and emotional learning. Staff members are trained in the Readers and Writers program and have attended the Summer Institute Readers and Writers Workshop at Columbia University, SEL Institute, Nueva Design Thinking, and Silicon Valley Math Initiative trainings.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the local public libraries, including Woodside and Redwood City, which contain numerous computer workstations.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI		
Year in PI		
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In PI	-	0.0%

Teacher & Administrative Salaries (Fiscal Year 2015-16)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2015-16		
	District	State
Beginning Teachers	$58,921	$42,598
Mid-Range Teachers	$84,120	$62,232
Highest Teachers	$120,659	$80,964
Elementary School Principals	$132,009	$102,366
Middle School Principals	$137,341	$104,982
High School Principals	-	-
Superintendent	$209,360	$117,868
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.0%	32.0%
Administrative Salaries	8.0%	7.0%

School Site Teacher Salaries (Fiscal Year 2015-16)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2015-16 financial statements).

Average Teacher Salaries	
School & District	
School & District	$91,916
School & State	
All Elementary School Districts	$61,939
Percentage of Variation	48.4%

District Expenditures (Fiscal Year 2015-16)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School & District	
Total Expenditures Per Pupil	$27,196
From Supplemental/Restricted Sources	$5,545
From Basic/Unrestricted Sources	$21,651
State	
From Basic/Unrestricted Sources	$6,574
Percentage of Variation between School & State	229.3%

District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Woodside School receives state and federal funding for the following categorical funds and other support programs: Limited English Proficient students, special education, lottery, teacher quality, economic impact aid, and class size reduction funding less Basic Aid "Fair Share".