Woodside Elementary School District

3195 Woodside Rd. Woodside, CA 94062-2552

(650) 851-1571

2018-2019 School Accountability Report Card
Published in the 2019-2020 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/.
- 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 2019-20)

Woodside Elementary School District, dating back to 1851, serves approximately 464 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.

School Enrollment

The charts illustrate the enrollment by grade level and subgroup.

Enrollment Trend by Grade Level			
	2016-17	2017-18	2018-19
K	47	50	50
1st	44	44	33
2nd	54	46	40
3rd	46	53	50
4th	48	47	56
5th	37	48	47
6th	52	36	50
7th	37	51	35
8th	35	36	47
Total	400	411	408

Enrollment by Student Group	
2018-19	
	Percentage
Black or African American	2.7
Asian	5.4
Hispanic or Latino	12.5
Native Hawaiian or Pacific Islander	1.2
White	67.9
Two or More Races	10.3
EL Students	5.1
Socioeconomically Disadvantaged	9.3
Students with Disabilities	14.7
Homeless	0.5

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.

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	40	40	42	42
Without Full Credentials	0	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			
	17-18	18-19	19-20
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	0

Instructional Materials (School Year 2019-20)

Woodside Elementary held a public hearing on September 17, 2019, 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 December 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: December, 2019					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
6th-8th	English/Language Arts	Heinemann	2017	Yes	0.0%
5th-8th	Foreign Language	Nan Hai	2016	Yes	0.0%
5th-8th	Foreign Language	Vista Higher Learning	2018	Yes	0.0%
8th	Geometry	Big Ideas Learning	2015	Yes	0.0%
6th-8th	Mathematics	Big Ideas Learning	2015	Yes	0.0%
K-5	Mathematics	Pearson	2015	Yes	0.0%
K-2	Reading Language Arts	Heinemann Phonics	2019	Yes	0.0%
K-5	Reading Language Arts	Heinemann	2017	Yes	0.0%
5th-8th	Science	Accelerate Learning	2018	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	2011	Yes	0.0%

School Facilities (School Year 2019-20)

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 has a multipurpose room with theater, gymnasium, computer and design labs, and preschool. 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 December 2019.

School Facility Conditions				
Date of Last Inspection: 11/05/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: December, 2019				
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			

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)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil 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 an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	81	87	87	81	87	87	48	50	50
Mathematics (Grades 3-8 and 11)	80	84	85	80	84	85	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second 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									
		English-Language Arts				Mathematics			
Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	289	286	98.96	1.04	86.71	286	98.96	1.04	84.56
Male	153	150	98.04	1.96	84.67	150	98.04	1.96	85.91
Female	136	136	100.00	0.00	88.97	136	100.00	0.00	83.09
Asian	12	12	100.00	0.00	91.67	12	100.00	0.00	91.67
Hispanic or Latino	34	33	97.06	2.94	57.58	33	97.06	2.94	51.52
White	200	198	99.00	1.00	90.91	198	99.00	1.00	89.85
Two or More Races	32	32	100.00	0.00	100	32	100.00	0.00	96.88
Socioeconomically Disadvantaged	28	28	100.00	0.00	42.86	28	100.00	0.00	42.86
English Learners	24	24	100.00	0.00	45.83	24	100.00	0.00	50
Students with Disabilities	44	43	97.73	2.27	58.14	43	97.73	2.27	47.62

Note: ELA and Mathematics 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 2018-19)

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 2018-19			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.0%	40.4%	21.3%
7	11.4%	20.0%	54.3%

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

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 2019-20)

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 $2.0 million to the District in 2019-2020 for program operations.

The School Site Council, including staff and parent representatives, sets goals annually in alignment with the District Strategic and LCAP Plans. The goals for the 2019-2020 school year are:

1.) Focus on 21st Century Skills
2.) Invest in Excellence
3.) Communicate the Woodside School Advantage
4.) Connect with the Community
5.) Distinguish Elementary and Middle Schools

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.

Suspensions & Expulsions

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. A Middle School Mentor Program is being piloted this year with a goal of ensuring that every 8th grade student, upon graduation, has the necessary independence and accountability skills to be able to achieve a high level of success in high school.

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		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.00	0.24	0.00	0.00	0.00	0.00
District	0.00	0.24	0.00	0.00	0.00	0.00
State	3.65	3.51	3.50	0.09	0.08	0.10

Safe School Plan (School Year 2019-20)

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 September 2020. 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.

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		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	25	17	18	4	3	4	-	-	-	1	-	1
1	15	15	17	3	3	2	-	-	-	-	-	-
2	18	15	13	3	3	3	-	-	-	-	-	-
3	15	18	17	3	3	3	-	-	-	-	-	-
4	16	16	19	3	3	3	-	-	-	-	-	-
5	19	16	16	2	4	3	-	-	-	-	-	-
6	18	15	18	18	20	23	8	-	8	-	1	-
Other	4	-	-	1	-	-	-	-	-	-	-	-
By Subject Area												
English	18	16	15	4	7	7	-	-	-	-	-	-
Mathematics	6	11	10	1	8	8	-	-	-	-	-	-
Science	18	17	13	4	5	7	-	-	-	-	-	-
Social Science	18	22	16	4	2	5	-	2	-	-	-	-

Counseling & Support Staff (School Year 2018-19)

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.

Academic Counselor to Student Ratio	
2018-19	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	383

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1	1.0
Library Media Teacher (Librarian)	1	1.0
Psychologist	1	1.0
Speech/Language/Hearing Specialist	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. K-2 teachers are receiving training at Columbia University in the Units of Study Phonics Program.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	93	89	65

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.

District Expenditures (Fiscal Year 2017-18)

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. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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	$28,593
From Supplemental/Restricted Sources	$5,729
From Basic/Unrestricted Sources	$22,864
State	
From Basic/Unrestricted Sources	$7,507
Percentage of Variation between School & State	204.6%

District Revenue Sources (Fiscal Year 2018-19)

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".

Teacher & Administrative Salaries (Fiscal Year 2017-18)

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 2017-18		
	District	State
Beginning Teachers	$62,166	$45,252
Mid-Range Teachers	$88,641	$65,210
Highest Teachers	$127,030	$84,472
Elementary School Principals	$138,692	$107,614
Middle School Principals	$150,124	$112,242
High School Principals	-	-
Superintendent	$222,110	$124,686
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	31.0%
Administrative Salaries	7.0%	7.0%

School Site Teacher Salaries (Fiscal Year 2017-18)

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 2017-18 financial statements).

Average Teacher Salaries	
School & District	
School	$104,901
District	$104,901
Percentage of Variation	0%
School & State	
All Elementary School Districts	$64,941
Percentage of Variation	61.5%