Woodside Elementary

Woodside Elementary

2024-2025 School Accountability Report Card

Published: January 2026

SCHOOL ADMINISTRATION
Upper School Principal
Jennifer Pedersen
jpedersen@woodsideschool.us

Lower School Principal
Patrick Hurley
phurley@woodsideschool.us

Mr. Steven Frank
Superintendent
sfrank@woodsideschool.us

SCHOOL INFORMATION
41690886045165
Woodside Elementary
3195 Woodside Rd.
Woodside, CA 94062
(650) 851-1571
www.woodsideschool.us

SCHOOL ADMINISTRATION
Upper School Principal
Jennifer Pedersen
jpedersen@woodsideschool.us

Lower School Principal
Patrick Hurley
phurley@woodsideschool.us

Mr. Steven Frank
Superintendent
sfrank@woodsideschool.us

BOARD OF EDUCATION
Jenny Hayden,
President
Amanda Peiffer,
Vice President
Brett Westervelt,
Clerk
Matt Murphy,
Member
Sherry Lin,
Member

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 an LCAP is to be consistent with data reported in the SARC.

- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- 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).

CALIFORNIA SCHOOL DASHBOARD

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

SCHOOL PROFILE

Woodside Elementary School District, dating back to 1851, serves approximately 400 (TK-8) 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 design, visual and performing arts, science, and physical education. Students participate in sports from grades 1-8, including basketball, volleyball, flag football, and tennis.

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 STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	49.10
Male	50.90
Non-Binary	
American Indian or Alaska Native	
Asian	6.20
Black or African American	1.60
Filipino	
Hispanic or Latino	17.70
Native Hawaiian or Pacific Islander	
White	62.60
Two or More Races	11.90
EL Students	2.10
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	7.50
Migrant Education	
Students with Disabilities	17.10

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
K	70
1st	37
2nd	46
3rd	44
4th	47
5th	39
6th	40
7th	28
8th	34
Total	385

CONDITIONS OF LEARNING
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

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.

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	10/07/2025
Data Collected:	October 2025
Overall Summary of School Facility Conditions:	Good

School Facility Inspection Results		
Category	**Rating**	**Repair Needed and Action Taken or Planned**
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	Classrooms 2-5: Demolished in Summer 2025 due to deficiencies in interior carpet/floor, electrical, sinks and cabinets, outdoor window frames and doors. Currently in the construction process with planned finish in August 2026.
INTERIOR: Interior Surfaces	Fair	Library: 4. Renovations/Modernization Summer 2026 & 2027: Planned improvements to furniture, and shelves. Classrooms 9-13, 15-19, Library: 4. Renovations/ modernization Summer 2026 & 2027: Planned remodel of carpet/flooring. Classrooms 26-29: 4. Renovations/Modernization Summer 2026 & 2027: Planned replacement of carpet/ flooring. Classroom 25: 4. Renovations/Modernization Summer 2026 & 2027: Planned remodel of lockers. Classrooms Classrooms 9-13, 30-34: 4. Renovations/ Modernization Summer 2026 & 2027: Planned replacement of window covers.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/ FOUNTAINS: Restrooms, Sinks/ Fountains	Fair	Community Gym, Classrooms 9-13, 20, 25: 9. Drinking fountains were replaced in August 2025. Classrooms 9-13: 9. Renovations/Modernization Summer 2026 & 2027: Planned remodel of classroom sinks. Classrooms 9-13, 25: 8. Renovations/Modernization Summer 2026 & 2027: Planned remodel of restrooms.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Fair	Classrooms 15-19: 13. Renovations/Modernization Summer 2026 & 2027: Planned repair of ceiling leaks. Classrooms 9-19, 21-24, 26-29, 30-34, 36-39: 13. Renovations/ Modernization Summer 2026 & 2027: Planned repair of gutters. Community Gym: 13. Renovations/Modernization Summer 2026 & 2027: Planned repair of roof and gutters.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	Classrooms 15-19: 15. Renovations/Modernization Summer 2026 & 2027: Planned remodel of windows. Classrooms 14, 20-25: 15. Renovations/Modernization Summer 2026 & 2027: Planned replacement of doors. Classrooms 38-39: 15. Renovations/ Modernization Summer 2026 & 2027: Planned replacement of exterior doors.

INSTRUCTIONAL MATERIALS

Woodside Elementary held a public hearing on September 15, 2025, 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.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: K-2nd / Course: Reading Language Arts / Publisher: Heinemann Phonics / Adoption: 2019	Yes	0
	Grades: K-3rd / Course: Reading Language Arts / Publisher: Wilson Language Publishing / Adoption: 2014	Yes	0
	Grades: K-5th / Course: Reading Language Arts / Publisher: Heinemann / Adoption: 2017	Yes	0
	Grades: 6th-8th / Course: English/Language Arts / Publisher: Heinemann / Adoption: 2017	Yes	0
Mathematics	Grades: K-3rd / Course: Mathematics / Publisher: Savvas/ Adoption: 2015	Yes	0
	Grades: 4th-5th / Course: Mathematics / Publisher: Pearson / Adoption: 2015	Yes	0
	Grades: 6th-8th / Course: Mathematics / Publisher: Big Ideas Learning / Adoption: 2015	Yes	0
	Grades: 8th / Course: Geometry / Publisher: Big Ideas Learning / Adoption: 2015	Yes	0
History / Social Science	Grades: K-4th / Course: Social Science/History / Publisher: Teacher's Curriculum Institute / Adoption: 2022	Yes	0
	Grades: 5th-8th / Course: Social Science/History / Publisher: Teacher's Curriculum Institute / Adoption: 2011	Yes	0
Science	Grades: K-5th / Course: Science / Publisher: Foss Science Kits - Standards Aligned / Adoption: 2015	Yes	0
	Grades: 5th-8th / Course: Science / Publisher: Accelerate Learning / Adoption: 2018	Yes	0
Foreign Language	Grades: 5th-8th / Course: Foreign Language / Publisher: iChineseReader / Adoption: 2019	Yes	0
	Grades: 5th-8th / Course: Foreign Language / Publisher: Vista Higher Learning / Adoption: 2018	Yes	0
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.00	88.69	31.00	88.69	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11,953.10	4.28
Unknown	3.90	11.29	3.90	11.29	15,831.90	5.67
Total Teaching Positions	35.00	100.00	35.00	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.90	91.81	29.90	91.81	231,142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	4.23	1.30	4.23	11,746.90	4.23
Unknown	1.20	3.93	1.20	3.93	14,303.80	5.15
Total Teaching Positions	32.50	100.00	32.50	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	91.90	29.00	91.90	230,039.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	6.33	2.00	6.33	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.70	0.20	0.70	12,112.80	4.34
Unknown	0.30	1.04	0.30	1.04	13,705.80	4.91
Total Teaching Positions	31.60	100.00	31.60	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	**2022-23**	**2023-24**
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	2.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	2.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80	0.20
Local Assignment Options	0.00	0.50	0.00
Total Out-of-Field Teachers	0.00	1.30	0.20

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

PUPIL ACHIEVEMENT AND OUTCOMES
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 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) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.https://caaspp-elpac.ets.org/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments
Note: 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject									
	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	82	84	86	82	84	86	46	47	48
Mathematics (Grades 3-8 and 11)	78	78	81	78	78	81	34	35	37
Science (Grades 5, 8, and 10)	73	76	68	73	76	68	30	31	32

Assessment Results by Student Group - English Language Arts					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	236	235	99.58	0.42	85.96
Male	122	122	100.00	0.00	81.15
Female	114	113	99.12	0.88	91.15
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	88.89
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100.00	0.00	62.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	145	144	99.31	0.69	91.67
Two or More Races	27	27	100.00	0.00	92.59
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	55.00
Migrant Education	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	64.44

Assessment Results by Student Group - Mathematics					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	236	235	99.58	0.42	81.28
Male	122	122	100.00	0.00	81.15
Female	114	113	99.12	0.88	81.42
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	88.89
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	40	40	100.00	0.00	55.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	145	144	99.31	0.69	88.89
Two or More Races	27	27	100.00	0.00	81.48
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	55.00
Migrant Education	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	60.00

Assessment Results by Student Group - Science					
2024-25	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	73	72	98.63	1.37	66.67
Male	37	37	100.00	0.00	62.16
Female	36	35	97.22	2.78	71.43
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	43	42	97.67	2.33	78.57
Two or More Races	--	--	--	--	--
EL Students	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
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 ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2024-25 Physical Fitness Test Participation					
Grade	**Component 1: Aerobic Capacity**	**Component 2: Abdominal Strength and Endurance**	**Component 3: Trunk Extensor and Strength and Flexibility**	**Component 4: Upper Body Strength and Endurance**	**Component 5: Flexibility**
5th	95	95	97	95	95
7th	97	100	100	100	100

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	394	392	36	9.2
Female	191	190	15	7.9
Male	203	202	21	10.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	2	7.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	68	68	8	11.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	245	243	24	9.9
Two or More Races	47	47	2	4.3
EL Students	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	30	30	5	16.7
Migrant Education	--	--	--	--
Students with Disabilities	77	77	6	7.8

PARENT ENGAGEMENT

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 and each school site

PARENT INVOLVEMENT

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 $2.25 million to the District in 2024-2025 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 2024-2025 school year are:
(1) WESD will expand current programs to include focus on community citizenship and personal responsibility to nurture the whole child and develop students with accountability for their actions who work in partnership to support each other and make our community the best it can be.
(2) WESD will advance our innovative, dynamic approach to individualized student learning,
collaborative teaching, and inclusive community building to elevate curriculum, enhance offerings,and incorporate cutting-edge research-based practices.
(3) WESD will continue to strengthen connections and engage everyone in the school community, including students, teachers, staff, families, alumni, and local partners to ensure a sense of connectedness, inclusion, and belonging for all.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SUSPENSIONS AND EXPULSIONS

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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	1.06	0.27	0.25	0.00	0.00	0.00
District	1.06	0.27	0.25	0.00	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	0.25	0.00
Female	0.00	0.00
Male	0.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.41	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

SCHOOL SAFETY

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 Safety Plan was last approved in September 2025. This updated plan was also reviewed by School Site Council in October 2025. The 2025-26 School Safety Plan includes all requirements for the State submission. 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.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	3	3	3

PROFESSIONAL DEVELOPMENT
The district plans, implements, and evaluates professional development opportunities for administrators and teachers. Staff members are encouraged to attend district sponsored training and professional development programs. Three days are dedicated annually to district-wide staff development.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
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.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	385

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the 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 and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.4

CLASS SIZE DISTRIBUTION
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. *Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	16	13	17	4	4	4	0	0	0	0	0	0
1st	19	23	18	2	0	2	0	2	0	0	0	0
2nd	21	20	16	0	2	2	2	0	0	0	0	0
3rd	14	22	19	2	0	1	0	2	2	0	0	0
4th	20	18	16	1	2	3	1	0	0	0	0	0
5th	16	20	18	2	2	2	0	0	0	0	0	0
6th	16	14	14	2	2	3	0	0	2	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	18	17	17	17	17	21	4	4	2	0	0	0
Mathematics	14	16	14	22	19	26	3	4	2	0	0	0
Science	18	17	17	17	17	21	4	4	2	0	0	0
Social Science	18	17	17	17	17	21	4	4	2	0	0	0

DISTRICT REVENUE SOURCES

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".

SCHOOL AND DISTRICT EXPENDITURES

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, are 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.

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 37,694.00
School: From Supplemental/Restricted Sources	$ 8,895.00
School: From Basic/Unrestricted Sources	$ 28,799.00
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	158.38 %

TEACHER AND ADMINISTRATIVE SALARIES

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 District's 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 website.

2023-24 Average Salary Information		
	District	**State**
Beginning Teachers	$ 75,157.00	$ 55,247.70
Mid-Range Teachers	$ 107,163.00	$ 80,745.76
Highest Teachers	$ 149,102.00	$ 109,655.38
Elementary School Principals	$ 199,628.00	$ 133,828.44
Middle School Principals	$ 190,009.00	$ 142,253.44
High School Principals	$ 0.00	$ 0.00
Superintendent	$ 235,000.00	$ 155,953.89
Teacher Salaries	34.73 %	25.26 %
Administrative Salaries	7.45 %	6.12 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2023-24 Average Teacher Salary	
School/District	$ 125,280.00
All Similar School Districts	$ 85,291.00
Percentage of Variation between School & State	46.89 %