



Woodside Elementary School District

3195 Woodside Rd. Woodside, CA 94062-2552

(650) 851-1571

2019-2020 School Accountability Report Card Published in the 2020-2021 School Year

Melissa Bowdoin,
Elementary Principal
mbowdoin@woodsideschool.us

Jennifer Pedersen,
Middle School Principal
jpedersen@woodsideschool.us

Steven Frank,
Superintendent
sfrank@woodsideschool.us

Board of Education

Jennifer Zweig,
President

Jenny Hayden,
Vice President

Peter Bailey,
Clerk

Neil Sequeira,
Trustee

Dan Simon,
Trustee

www.woodsideschool.us

CDS Code: 41-69088-6045165

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).

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 (School Year 2020-21)

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 Attendance

The COVID-19 virus pandemic has created the necessity of schools to provide students with a quality education while maintaining the health and safety of all students and school staff. Currently, schools are providing distance learning instruction to all students. Students work with teachers from their school online. Teachers provide daily live interaction with students, using a variety of tools to help students learn and complete their assignments. Students are responsible for participating in group classes as well as completing work on their own. They are expected to complete and turn in all assignments for grading.

School Enrollment

The charts illustrate the enrollment by grade level and subgroup.

Enrollment Trend by Grade Level			
	2017-18	2018-19	2019-20
K	50	50	37
1st	44	33	42
2nd	46	40	31
3rd	53	50	34
4th	47	56	47
5th	48	47	57
6th	36	50	45
7th	51	35	50
8th	36	47	32
Total	411	408	375

Enrollment by Student Group	
	2019-20
	Percentage
Black or African American	2.4
American Indian or Alaska Native	0.3
Asian	4.3
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	1.1
White	66.4
Two or More Races	11.2
EL Students	7.5
Socioeconomically Disadvantaged	8.5
Students with Disabilities	14.7

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
	18-19	19-20	20-21	20-21
Fully Credentialed	40	42	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		
	18-19	19-20	20-21
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 2020-21)

Woodside Elementary held a public hearing on September 15, 2020, 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 2020 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, 2020					
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	iChineseReader	2019	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-5	Reading Language Arts	Heinemann	2017	Yes	0.0%
K-2	Reading Language Arts	Heinemann Phonics	2019	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 2020-21)

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 2020.

School Facility Conditions				
Date of Last Inspection: 11/12/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: December 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			In summer 2020 the gas and water lines were replaced as part of long term facility maintenance planning.
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). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

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.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018–19 school year and is reflected in the tables.

The first 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).

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)	--	--	71	--	--	71	--	--	30

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			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

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 six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

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 Plan and School Site Council Goals in alignment
 - 2.) Weekly bulletin with parent opportunities
 - 3.) Parent forums on curriculum and student services
 - 4.) Parent survey

Parent Involvement (School Year 2020-21)

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 2020-2021 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 2020-2021 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

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. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	0.24	0.00	0.00	0.00	0.00	0.00
District	0.24	0.00	0.00	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

Safe School Plan (School Year 2020-21)

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 February 2020. An updated plan is being reviewed by School Site Council on January 11, 2021, and will be on the Governing Board agenda for approval on February 9, 2021. The 2020-21 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.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. Woodside School has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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.

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.

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												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
18	19	20	18	19	20	18	19	20	18	19	20	
By Grade Level												
K	17	18	12	3	4	3	-	-	-	-	1	-
1	15	17	14	3	2	3	-	-	-	-	-	-
2	15	13	16	3	3	2	-	-	-	-	-	-
3	18	17	17	3	3	2	-	-	-	-	-	-
4	16	19	16	3	3	3	-	-	-	-	-	-
5	16	16	19	4	3	3	-	-	-	-	-	-
6	15	18	12	20	23	36	-	8	6	1	-	-
Other	-	-	28	-	-	1	-	-	-	-	-	1
By Subject Area												
English	16	15	16	7	7	6	-	-	-	-	-	-
Mathematics	11	10	10	8	8	8	-	-	-	-	-	-
Science	17	13	14	5	7	7	-	-	-	-	-	-
Social Science	22	16	16	2	5	5	2	-	-	-	-	-

Counseling & Support Staff (School Year 2019-20)

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	
2019-20	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	354

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.

For 2020-21, Woodside School has hired consultants Jo Boaler, Stanford School of Education, for math professional development, and Clarke Weatherspoon for the implementation of a Diversity, Equity, and Inclusion Program.

Professional Development

	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	89	60	6

District Expenditures (Fiscal Year 2018-19)

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	
Total Expenditures Per Pupil	\$29,608
From Supplemental/Restricted Sources	\$7,369
From Basic/Unrestricted Sources	\$22,239
District	
From Basic/Unrestricted Sources	\$22,239
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	187.0%

District Revenue Sources (Fiscal Year 2019-20)

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 2018-19)

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 2018-19

	District	State
Beginning Teachers	\$63,720	\$46,965
Mid-Range Teachers	\$90,857	\$67,638
Highest Teachers	\$130,206	\$88,785
Elementary School Principals	\$145,002	\$112,524
Middle School Principals	\$153,877	\$117,471
High School Principals	-	-
Superintendent	\$228,774	\$128,853

Salaries as a Percentage of Total Budget

Teacher Salaries	39.0%	30.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

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 2018-19 financial statements).

Average Teacher Salaries

School & District	
School	\$109,001
District	\$109,001
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$71,448
Percentage of Variation	52.6%