



# Woodside Elementary School

## 2009-2010 School Accountability Report Card

### Woodside Elementary School District

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### School Profile

Woodside Elementary School District, dating back to 1851, serves approximately 525 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 with its 937 Academic Performance Index (API). Our student assessment scores are 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. Seventy percent (70%) of the adults in Woodside have bachelor's degrees or higher, and are involved in professional, managerial, technological, or related fields. The area offers a multitude of educational, cultural, and recreational opportunities within close proximity

### Enrollment by Grade Level

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

### 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 \$1.6 million to the District in 2008-2009 for program operations. The dedication of the community to the education of students can be seen in the passing of a parcel tax and a \$12 million bond, enabling the District to upgrade and remodel classroom buildings.

Family, school, district and community resources available to assist students include parent-teacher conferences held each fall and in the spring to discuss student progress including reading and auxiliary services for students and parents (including transition from preschool, elementary, and middle school).

In addition, the School Site Council sets goals, and approves the school plan and budget for state and federal categorical funds.

### Class Size

Woodside School is a unique school that offers all the benefits of a personalized small school. The average class size for student in grades K-8 is 18 students per class. In addition to credentialed teachers, students receive assistance in the classroom from auxiliary services and assistance is provided for parents (including transition from preschool, elementary, and middle school). Services include: an on-site preschool program; reading specialists; school librarian; psychologist; speech and language pathologist; early literacy small group instruction; Spanish, art, music, and physical education teachers; and small class size throughout the school.

### Student Enrollment by Ethnic Group

2009-10	
	Percentage
African American	1.1%
Asian	3.9%
Hispanic or Latino	9.8%
Pacific Islander	0.9%
White	78.4%
Two or More	5.5%
None Reported	0.4%

### Enrollment Trend by Grade Level

	2007-08	2008-09	2009-10
K	46	45	47
1st	50	48	50
2nd	53	52	50
3rd	61	55	56
4th	59	57	53
5th	59	57	56
6th	40	54	58
7th	51	38	51
8th	46	52	37

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution															
Average Class Size	Classrooms Containing:														
	1-20 Students			21-32 Students			33+ Students								
	08	09	10	08	09	10	08	09	10	08	09	10			
By Grade Level															
K	15	15	-	4	3	-	-	-	-	-	-	-	-	-	-
1	17	16	-	3	3	-	-	-	-	-	-	-	-	-	-
2	18	17	-	3	3	-	-	-	-	-	-	-	-	-	-
3	20	19	-	2	2	-	1	-	-	-	-	-	-	-	-
4	20	19	-	3	4	-	-	-	-	-	-	-	-	-	-
5	20	19	-	3	3	-	-	-	-	-	-	-	-	-	-
By Subject Area															
English	16	18	-	15	16	-	4	-	-	-	-	-	-	-	-
Mathematics	13	16	-	11	10	-	-	-	-	-	-	-	-	-	-
Science	23	18	-	6	8	-	8	-	-	-	-	-	-	-	-
Social Science	20	18	-	4	8	-	3	-	-	-	-	-	-	-	-

### 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 E-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.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions rarely, if ever occur, and are only occur when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	7	6	0	7	6	0
Suspension Rate	1.5%	1.3%	0.0%	1.5%	1.3%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

In addition, the school has developed a community garden. 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.

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.

### 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, there are two soccer fields, one baseball field and two tennis courts. Five separate play areas with appropriate equipment are provided for the preschool, which was established in 1991, kindergarten, primary, intermediate and middle grades

Woodside School has one computer lab for K-8 classes. There is a laptop for each student in grades 2-8. A comprehensive library serves the K-8 classes. All classrooms are wired to the Internet.

Additionally, a Woodside School Foundation Capital Campaign Fund enabled the construction of a new state-of-the-art gymnasium, completed in 2002. The campaign also provided \$1.8 million to update and remodel the existing Sellman Auditorium to better accommodate the performing arts. This project was completed in 2003. On November 8, 2005, district voters approved Measure D, a \$12 million school-construction bond proposal. Passage allowed for the removal of 17 portable classrooms and the building of eight one-story structures, totaling 23,000 square feet, for 14 classrooms, a new band room, a computer lab, a new administration building, and a community room. Under the plan, the district reconfigured the field used for recess and small-kids soccer, creating a full size soccer field and running track and a new playground nearby for students in grades 3 through 8. To address traffic congestion, new drop-off zones were added near the administration and kindergarten areas and a school bus zone was created at the far end of campus near the Sellman Auditorium. The project was completed in 2008.

School Facility Conditions				
Date of Last Inspection: 10/01/2010				
Overall Summary of School Facility Conditions: Good				
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		Roof needs repair work.
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Safe School Plan

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 fall 2010 by the School Safety Committee. 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.

## Teacher Assignment

Woodside School recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Woodside School had 38 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	38	38	38	38
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. 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 year.

Misassignments/Vacancies			
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.1%	4.9%
District	95.1%	4.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	95.1%	4.9%

## 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, teaching strategies and methodologies.

## Counseling & Support Staff

It is a goal at Woodside School to assist students in their social, emotional and academic development as well as academics. The school gives special attention to all students who experience achievement challenges, difficulty coping with personal and family problems, difficulty making decisions, or handling peer pressure. The table lists the support service personnel available at Woodside School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	0.80
Reading Specialist	2	1.8

## Instructional Materials

Woodside School is in compliance with the Williams Act and has sufficient and good quality textbooks, and instructional materials. 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Woodside, Palo Alto, Menlo Park, and Atherton, which contain numerous computer workstations.

## 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.woodside.k12.ca.us](http://www.woodside.k12.ca.us).

## Physical Fitness

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.

\*2009-10 scores were not released by the CDE at the time of publication.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The table to the right displays the school's API ranks and actual API point changes by student group for the past three years.

The table below displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students	933	937	767
White	945	949	838

## District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/ Language Arts	Holt, Rinehart & Winston	2010	Yes	0.0%
5th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%
6th-8th	Health	MacMillan/ McGraw Hill	2006	Yes	0.0%
K-5	Mathematics	Everyday Math	2008	Yes	0.0%
6th-8th	Mathematics	Prentice Hall	2009	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2005	Yes	0.0%
6th-8th	Science	CPO Science	2007	Yes	0.0%
K-5	Science	Foss Science Kits - Standards Aligned	2007	Yes	0.0%
6th-8th	Social Science/ History	History Alive	2007	Yes	0.0%
K-5	Social Science/ History	Scott Foresman - Standards Aligned	2005	Yes	0.0%

## Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	-	-	-
7	-	-	-

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

## API School Results

	07-08	08-09	09-10
Statewide	10	10	10
Similar Schools	9	10	9
All Students at the School			
Actual API Change	17	-18	1
White			
Actual API Change	18	-12	-
Two or More Races			
Actual API Change	-	-	0

\* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11) or Science (available for grades 5 and 8 only). For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	91	86	85	91	86	85	46	50	52
Mathematics	85	81	84	85	81	84	43	46	48
Science	97	87	88	97	87	88	46	50	54
History/Social Science	89	86	75	89	86	75	36	41	44

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	85	84	88	75
School	85	84	88	75
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	63	54	*	*
Pacific Islander	*	*	*	*
White	89	87	89	75
Males	79	80	87	70
Females	91	88	90	85
Socioeconomically Disadvantaged	50	43	*	*
English Learners	38	38	*	*
Students with Disabilities	40	49	*	*
Migrant Education	*	*	*	*

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

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria				
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## District Expenditures

Woodside School spent an average of \$16,776 to educate each student (based on 2008-09 FY audited financial statements). 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$16,776
From Restricted Sources	\$2,333
From Unrestricted Sources	\$14,442
District	
From Unrestricted Sources	\$595
Percentage of Variation between School & District	2327.75%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	154.22%

## 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:

- Gifted and Talented Education
- Limited English Proficient Students
- Staff Development
- School Safety Program
- Lottery
- Instructional Materials Program
- Class Size Reduction Funding



## Teacher & Administrative Salaries as a Percentage of Total Budget

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 2008-09		
	District	State
Beginning Teachers	-	\$38,905
Mid-Range Teachers	-	\$56,504
Highest Teachers	-	\$71,750
Elementary School Principals	-	\$92,053
Middle School Principals	-	\$95,666
High School Principals	-	\$94,401
Superintendent	-	\$111,055
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.5%	38.9%
Administrative Salaries	4.7%	6.8%

## School Site Teacher Salaries

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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	-
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$57,352
Percentage of Variation	

## Data Sources

Data within the SARC was provided by the Woodside Elementary School District, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community members may find information about school performance, test scores, student demographics, staffing, and student intervention.

