Woodside Elementary School District
Woodside Elementary School
2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION
Patrick Hurley
Lower School Principal
phurley@woodsideschool.us

Jennifer Pedersen
Upper School Principal
jpedersen@woodsideschool.us

SCHOOL INFORMATION
41690886045165
3195 Woodside Rd.
Woodside, CA 94062-2552
(650) 851-1571
www.woodsideschool.us

SUPERINTENDENT
Steven Frank
sfrank@woodsideschool.us

DISTRICT INFORMATION
Woodside Elementary
3195 Woodside Rd.
Woodside, CA 94062-2552
(650) 851-1571

BOARD OF EDUCATION
Jenny Hayden,
President
Neil Sequeira,
Vice President
Brett Westervelt,
Clerk
Amanda Peiffer,
Member
Dan Simon,
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 a LCAP is to be consistent with data reported in the SARC.
- Visit the CDE 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 417 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 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	
2022-23	**Percentage**
Female	47.70
Male	52.30
Non-Binary	
American Indian or Alaska Native	
Asian	5.40
Black or African American	1.30
Filipino	
Hispanic or Latino	18.60
Native Hawaiian or Pacific Islander	0.30
White	62.00
Two or More Races	12.10
EL Students	7.50
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	10.00
Migrant Education	
Students with Disabilities	18.90

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

Enrollment by Grade Level	
2022-23	**Count**
K	62
1st	38
2nd	42
3rd	35
4th	41
5th	32
6th	31
7th	41
8th	49
Total	371

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.

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						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.90	94.18	33.90	94.18	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	5.51	1.90	5.51	12,115.80	4.41
Unknown	0.00	0.25	0.00	0.25	18,854.30	6.86
Total Teaching Positions	36.00	100.00	36.00	100.00	274,759.10	100.00

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

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.90	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.90	0.00

Class Assignments		
	2020-21	**2021-22**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

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.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	11/6/2023
Data Collected:	November 2023
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	
INTERIOR: Interior Surfaces	Fair	CR26-29: 4: Need to replace carpet. CR2-5: 4: Need to replace sink cabinet. CR6-8: 4: Need to replace sink cabinets. CR2-5, CR6-8, CR9-13, CR15-19, CR21-24, CR25, CR26-29, CR30-32, CR33-34, CR35, CR36-37, CR38-39, Library, Community Gym: 4: Need to replace the carpets/floor. CR6-8: 4: Need to replace the white board.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Poor	CR2-5, CR6-8, CR9-13, CR15-19, CR21-24, CR25, CR26-29, CR30-32, CR33-34, CR35, CR36-37, CR38-39, Library, Community Gym: 7: Need to replace electrical system.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Poor	CR9-13: 8: Need to remodel the bathroom. CR9-13: 9: Classroom sinks need to be replaced. CR15-19, CR21-24, CR25, CR26-29, CR30-32, CR33-34, CR35, CR36-37, CR38-39: 9: Need to replace sinks.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	Community Gym: 13: Need to replace roof.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Poor	Library: 15: Need to repair window. CR6-8, CR14, CR20, CR25: 15: Need to replace the door. CR21-24, CR36-37, CR38-39: 15: Need to replace doors. CR26-29: 15: Need to replace windows.

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

2023-24 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-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-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

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.caaspp-elpac.cde.ca.gov/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	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	82	82	82	82	47	46
Mathematics (Grades 3-8 and 11)	73	78	73	78	33	34
Science (Grades 5, 8, and 10)	76	73	76	73	29	30

Assessment Results by Student Group - English Language Arts					
2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	228	220	96.49	3.51	81.74
Male	126	123	97.62	2.38	78.69
Female	102	97	95.10	4.90	85.57
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	38	97.44	2.56	56.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	141	134	95.04	4.96	86.57
Two or More Races	31	31	100.00	0.00	87.10
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	0.00	50.00
Migrant Education	0	0	0	0	0
Students with Disabilities	55	53	96.36	3.64	57.69

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	228	219	96.05	3.95	78.08
Male	126	122	96.83	3.17	77.87
Female	102	97	95.10	4.90	78.35
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	100.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	38	97.44	2.56	55.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	141	134	95.04	4.96	83.58
Two or More Races	31	30	96.77	3.23	80.00
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	24	96.00	4.00	45.83
Migrant Education	0	0	0	0	0
Students with Disabilities	55	53	96.36	3.64	50.94

Assessment Results by Student Group - Science

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	79	71	89.87	10.13	73.24
Male	46	42	91.30	8.70	69.05
Female	33	29	87.88	12.12	79.31
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	13	12	92.31	7.69	41.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	49	43	87.76	12.24	83.72
Two or More Races	13	12	92.31	7.69	66.67
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	10	90.91	9.09	--
Migrant Education	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	58.82

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/.

2022-23 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	100	100	100	100	100
7th	100	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)				
2022-23	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	377	375	66	17.6
Female	178	178	29	16.3
Male	199	197	37	18.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	21	21	4	19.0
Black or African American	5	5	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	70	69	19	27.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
White	233	232	41	17.7
Two or More Races	45	45	1	2.2
EL Students	29	29	10	34.5
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Military	--	--	--	--
Socioeconomically Disadvantaged	41	41	16	39.0
Migrant Education	0	0	0	0.0
Students with Disabilities	79	78	19	24.4

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 $2.25million to the District in 2022-2023 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 2023-2024 school year are:
1.) Expand current programs to include focus on community citizenship and personal responsibility
2.) Advance our innovative, dynamic approach to individualized student learning, collaborative teaching, and inclusive community building.
3.) Continue to strengthen connections and engage everyone in the school community
4.) Support continued world-class public education. through ongoing investments in campus infrastructure, fiscal sustainability, and resource stewardship.

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.

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 February 2023. An updated plan is being reviewed by School Site Council in November 2023 and January 2024, and will be on the Governing Board agenda for approval in February 2024. The 2023-24 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.

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. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.26	0.00	1.06	0.00	0.00	0.00
District	0.26	0.00	1.06	0.00	0.00	0.00
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	1.06	0.00
Female	0.56	0.00
Male	1.51	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	1.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	1.29	0.00
Two or More Races	0.00	0.00
EL Students	3.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	2.44	0.00
Migrant Education	0.00	0.00
Students with Disabilities	1.27	0.00

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			
	2021-22	2022-23	2023-24
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.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	371

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	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

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		
	21	**22**	**23**	**21**	**22**	**23**	**21**	**22**	**23**	**21**	**22**	**23**
K	13	12	16	4	11	8						
1st	14	21	19	4	3	6		3				
2nd	13	14	21	3	7				6			
3rd	16	18	14	2	5	7		2				
4th	16	15	17	4	5	4			3			
5th	16	18	15	3	2	9						
6th	13	12	10	30	32	34		3				
Other		21	24		1	3						1

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	21	**22**	**23**	**21**	**22**	**23**	**21**	**22**	**23**	**21**	**22**	**23**
English	15	18	16	6	5	6						
Mathematics	13	12	11	7	7	8						
Science	15	16	18	3	6	5						
Social Science	16	18	18	3	5	5						

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.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 36,692.00
School: From Supplemental/Restricted Sources	$ 9,051.00
School: From Basic/Unrestricted Sources	$ 27,641.00
District: From Basic/Unrestricted Sources	$ 27,641.00
Percentage of Variation between School & District	0 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	263.38 %

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.

2021-22 Average Salary Information	District	State
Beginning Teachers	$ 71,537.00	$ 48,480.69
Mid-Range Teachers	$ 102,002.00	$ 73,129.10
Highest Teachers	$ 141,920.00	$ 99,406.48
Elementary School Principals	$ 151,913.00	$ 117,381.01
Middle School Principals	$ 151,913.00	$ 128,157.93
High School Principals	$ 0.00	$
Superintendent	$ 212,180.00	$ 138,991.00
Teacher Salaries	37.2 %	29.34 %
Administrative Salaries	6.44 %	5.99 %

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.

2021-22 Average Teacher Salary	
School	$ 126,133.00
District	$ 126,133.00
Percentage of Variation between School & District	0 %
All Similar School Districts	$ 75,753.00
Percentage of Variation between School & State	66.51 %