

Woodside Elementary School District

Woodside Elementary School

2008-2009 School Accountability Report Card

School Address:
3195 Woodside Rd.
Woodside, CA
94062-2552

650-851-1571

Diana Abbati,
Superintendent

District Address:
3195 Woodside Rd.
Woodside, CA
94062-2552

(650) 851-1571

www.woodside.
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School Profile

Woodside Elementary School District, dating back to 1851, serves approximately 527 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 956 Academic Performance Index (API). The school has been recognized as a Blue Ribbon School and a California Distinguished School. Our student assessment scores are among the highest in the state; our students also excel in the arts, science fair prizes and athletics. The following data comprises the ethnic distribution of students in Woodside School: African American (0.9%), American Indian or Alaska Native (0.2%), Asian (4.1%), Filipino (0.2%), Hispanic or Latino (7.9%), Pacific Islands (0.9%), and White, not Hispanic (74.5%). 11.4% gave multiple or no response.

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.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.9%
American Indian	0.2%
Asian	4.1%
Caucasian	74.5%
Filipino	0.2%
Hispanic or Latino	7.9%
Pacific Islander	0.9%
Multiple or No Response	11.4%

Enrollment By Grade

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

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	46	46	45
1st	49	50	48
2nd	56	53	52
3rd	58	61	55
4th	54	59	57
5th	47	59	57
6th	52	40	54
7th	48	51	38
8th	35	46	52

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 visiting the school's website at www.woodside.k12.ca.us.

Enrollment by Program

During the 2006-07 school year 465 students were enrolled at Woodside School, of which 12% were students with disabilities, 2% were English Learners, and 1% were socioeconomically disadvantaged.

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 \$1.5 million to the District in 2007-2008 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 \$5.2 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 (as needed) 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; speech and language pathologist; early literacy small group instruction; and small class size throughout the school.

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			
07	08	09	07	08	09	07	08	09	07	08	09	
By Grade Level												
K	16	15	15	2	4	3	-	-	-	-	-	-
1	16	17	16	3	3	3	-	-	-	-	-	-
2	18	18	17	4	3	3	-	-	-	-	-	-
3	19	20	19	3	2	2	-	1	-	-	-	-
4	19	20	19	2	3	4	-	-	-	-	-	-
5	24	20	19	-	3	3	2	-	-	-	-	-
By Subject Area												
English	16	16	18	19	15	16	-	4	-	-	-	-
Mathematics	15	13	16	10	11	10	-	-	-	-	-	-
Science	18	23	18	11	6	8	2	8	-	-	-	-
Social Science	19	20	18	5	4	8	2	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.

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 schoolwide 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.

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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	7	0	2	7	0
Suspension Rate	0.0%	1.5%	0.0%	0.4%	1.5%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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 Safety Plan was last reviewed and updated in spring 2009 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. Lockdown drills are held twice a year and as needed. Students are supervised before and after school during lunch by certificated staff and classified staff. Certificated staff and classified staff help with supervision during lunch and break periods. 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 and departure of the school's campus.

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 are also three mobile computer class sets of laptops that rotate within the middle school grades. 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: 08/01/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher Assignment

Woodside School recruits and employs the most qualified credentialed teachers. For the 2008-09 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
	06-07	07-08	08-09	08-09
Fully Credentialed	34	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			
	07-08	08-09	09-10
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

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	95.2%	4.8%
District	95.2%	4.8%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.2%	4.8%

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

Curriculum Development

All curriculum development at Woodside School is based on the California State Content Standards and Frameworks. Classroom instruction is integrated and aligned with the state standards and district goals. During the 2007-08, the District adopted the Foss Science Kits and continued utilizing Everyday Mathematics and the Houghton Mifflin Reading Series for students in grades K-5.

The middle school program enjoys a content rich curriculum and incorporates core literature novels as part of the overall program. Technology is also an integral part of a child's experience at Woodside School. The school has one computer lab and there are also three mobile carts containing class sets of laptops that rotate within the middle school grades. A comprehensive library serves the K-8 classes. All classrooms and the library are wired for the Internet for student access.

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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
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%

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.

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.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.0%	21.1%	52.6%
7	11.1%	30.6%	52.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	87	91	86	87	91	86	43	46	50
Mathematics	82	85	81	82	85	81	40	43	46
Science	76	97	87	76	97	87	38	46	50
History/Social Science	94	89	86	94	89	86	33	36	41

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	91	100	*	*
Filipino	*	*	*	*
Hispanic or Latino	62	46	69	*
Pacific Islander	*	*	*	*
Caucasian	89	84	89	87
Males	82	80	86	89
Females	90	81	87	84
Socioeconomically Disadvantaged	*	*	*	*
English Learners	39	33	*	*
Students with Disabilities	60	49	53	*
Migrant Education	*	*	*	*

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

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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	9	10	
All Students				
Actual Growth	-7	17	-18	933
Caucasian				
Actual Growth	-4	18	-12	947

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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 (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

District Expenditures

Woodside School spent an average of \$16,763 to educate each student (based on 2007-08 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	\$16,763
From Restricted Sources	\$2,924
From Unrestricted Sources	\$13,819
District	
From Unrestricted Sources	\$13,819
Percentage of Variation between School & District	0.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	150.71%

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 programs, and Safe and Drug Free Schools.

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		
2007-08		
	District	State
Beginning Teachers	\$50,575	\$38,481
Mid-Range Teachers	\$72,205	\$55,789
Highest Teachers	\$103,569	\$70,849
Elementary School Principals	-	\$88,862
Middle School Principals	\$110,000	\$94,015
High School Principals	-	\$97,594
Superintendent	\$211,500	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	47.6%	37.2%
Administrative Salaries	4.2%	6.6%

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$83,391
District	\$86,511
Percentage of Variation	-
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	48.16%

Data Sources

Data within the SARC was provided by the Woodside Elementary School District, retrieved from the 2007-08 SARC template, 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 misconduct/intervention.