



# Woodside Elementary Woodside Elementary

## 2023-2024 School Accountability Report Card

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### 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 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 387 (TK-8) students on a single school site. The beautiful wooded 15 acre site is on Highway 84, and serves as "the focal point of the community." The school is located in the town of Woodside, backing up against county parks and a game refuge, retains its woodsy, rural feeling with large redwoods, pastures, horse stables and trails.

The District is known for its standards of excellence and rich, balanced curriculum which provides many opportunities for student success. The achievement level of students is among the highest in the state; our students also excel in design, visual and performing arts, science, and physical education. Students participate in sports from grades 1-8, including basketball, volleyball, flag football, and tennis.

Woodside residents take active roles in their community, valuing its environmental and historical heritage, as well as its excellent public school. The area offers a multitude of educational, cultural, and recreational opportunities within close proximity.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2023-24	Percentage
Female	48.20
Male	51.80
Non-Binary	
American Indian or Alaska Native	
Asian	6.00
Black or African American	1.90
Filipino	
Hispanic or Latino	18.50
Native Hawaiian or Pacific Islander	0.30
White	61.60
Two or More Races	11.40
EL Students	4.40
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	8.70
Migrant Education	
Students with Disabilities	19.60

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2023-24	Count
K	51
1st	45
2nd	42
3rd	44
4th	38
5th	42
6th	28
7th	35
8th	42
Total	367

## 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

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

Teachers Without Credentials and Misassignments			
	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.00
Misassignments	0.00	0.00	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00	0.00

Credentialed Teachers Assigned Out-of-Field			
	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.90	0.00	0.80
Local Assignment Options	0.00	0.00	0.50
Total Out-of-Field Teachers	1.90	0.00	1.30

Class Assignments			
	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

#### 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.

2024-25 School Facility Inspection Summary	
Date of Last Inspection:	10/07/2024
Data Collected:	October 2024
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	Classroom 9-13: 4. Planned repair of gutters, remodel of restrooms, classroom sinks, carpet/flooring, window covers, and drinking fountains. Classroom 26-29: 4. Planned replacement of carpet/flooring, repair of gutters. Library: Planned improvements to interior carpet/flooring, furniture, and shelves.
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/Fountains	Fair	Classroom 9-13: 8. Planned repair of gutters, remodel of restrooms, classroom sinks, carpet/flooring, window covers, and drinking fountains. Classroom 20: 9. Planned replacement of doors, remodel of drinking fountain. Classroom 25: 8. Planned replacement of doors, remodel of restrooms, drinking fountain, lockers. Community Gym: 8. Planned repair of roof, gutters, remodel of drinking fountains.
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Fair	Classroom 9-13: 13. Planned repair of gutters, remodel of restrooms, classroom sinks, carpet/flooring, window covers, and drinking fountains. Classroom 14, Classroom 38-39: 13. Planned repair of gutters, replacement of doors. Classroom 15-19: 13. Planned repair of ceiling leaks, gutters, remodel of carpet/flooring and windows. Classroom 21-24: 13. Planned repair of gutter, replacement of doors. Classroom 26-29: 13. Planned replacement of carpet/flooring, repair of gutters. Classroom 30-32, Classroom 33-34: 13. Planned repair of gutters, replacement of window covers. Classroom 36-37: 13. Planned repair of gutters. Community Gym: 13. Planned repair of roof, gutters, remodel of drinking fountains.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Good	Classroom 2-5: 15. Planned demolition and rebuild starting in Summer 2025. Deficiencies in interior carpet/floor, electrical, sinks and cabinets, outdoor window frames and doors. Classroom 14, Classroom 38-39: 15. Planned repair of gutters, replacement of doors. Classroom 15-19: 15. Planned repair of ceiling leaks, gutters, remodel of carpet/flooring and windows. Classroom 21-24: 15. Planned repair of gutter, replacement of doors. Classroom 30-32, Classroom 33-34: 15. Planned repair of gutters, replacement of window covers.

## INSTRUCTIONAL MATERIALS

Woodside Elementary held a public hearing on October 17, 2024, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

## TEXTBOOKS

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

2024-25 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			District			State		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
English Language Arts/Literacy (Grades 3-8 and 11)	82	82	84	82	82	84	47	46	47
Mathematics (Grades 3-8 and 11)	73	78	78	73	78	78	33	34	35
Science (Grades 5, 8, and 10)	76	73	76	76	73	76	29	30	31

### Assessment Results by Student Group - English Language Arts

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	228	222	97.37	2.63	83.78
Male	119	117	98.32	1.68	76.92
Female	109	105	96.33	3.67	91.43
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	90.91
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	37	97.37	2.63	59.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	142	139	97.89	2.11	90.65
Two or More Races	29	29	100.00	0.00	82.76
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.45	4.55	47.62
Migrant Education	0	0	0	0	0
Students with Disabilities	46	42	91.30	8.70	64.29

### Assessment Results by Student Group - Mathematics

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	228	222	97.37	2.63	77.83
Male	119	117	98.32	1.68	75.00
Female	109	105	96.33	3.67	80.95
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	100.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	37	97.37	2.63	56.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	142	139	97.89	2.11	82.61
Two or More Races	29	29	100.00	0.00	75.86
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.45	4.55	42.86
Migrant Education	0	0	0	0	0
Students with Disabilities	46	42	91.30	8.70	41.46

### Assessment Results by Student Group - Science

2023-24	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	83	74	89.16	10.84	75.68
Male	45	40	88.89	11.11	75.00
Female	38	34	89.47	10.53	76.47
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	54	47	87.04	12.96	82.98
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0	0	0
Students with Disabilities	19	15	78.95	21.05	46.67

#### 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/>.

#### 2023-24 Physical Fitness Test Participation

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	95	95	95	95	95
7th	100	97	100	97	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)				
2023-24	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	374	372	30	8.1
Female	179	178	8	4.5
Male	195	194	22	11.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	2	8.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	69	67	8	11.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	228	228	15	6.6
Two or More Races	44	44	2	4.5
EL Students	20	20	3	15.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	37	36	7	19.4
Migrant Education	--	--	--	--
Students with Disabilities	77	77	11	14.3

#### PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### PARENT INVOLVEMENT

Woodside School's success can be attributed to wide-ranging support from the community, the school Foundation and PTA. The Woodside School Foundation granted over \$2.25 million to the District in 2023-2024 for program operations.

The School Site Council, including staff and parent representatives, sets goals annually in alignment with the District Strategic and LCAP Plans. The goals for the 2024-2025 school year are:

(1) WESD will expand current programs to include focus on community citizenship and personal responsibility to nurture the whole child and develop students with accountability for their actions who work in partnership to support each other and make our community the best it can be.

(2) WESD will advance our innovative, dynamic approach to individualized student learning, collaborative teaching, and inclusive community building to elevate curriculum, enhance offerings, and incorporate cutting-edge research-based practices.

(3) WESD will continue to strengthen connections and engage everyone in the school community, including students, teachers, staff, families, alumni, and local partners to ensure a sense of connectedness, inclusion, and belonging for all.

#### SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### SCHOOL SAFETY

Safety of students and staff is a primary concern of Woodside School. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The Woodside School Safety Plan was last approved in September 2024. An updated plan was being reviewed by School Site Council in May 2024 and was approved by the Governing Board in September 2024. The 2024-25 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.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
School	0.00	1.06	0.27	0.00	0.00	0.00
District	0.00	1.06	0.27	0.00	0.00	0.00
State	3.17	3.60	3.28	0.07	0.08	0.07

Suspension & Expulsion Rates by Student Group		
2023-24	Suspensions	Expulsions
All Students	0.27	0.00
Female	0.00	0.00
Male	0.51	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.44	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

#### 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			
	2022-23	2023-24	2024-25
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.

2023-24 Ratio of Pupils per Academic Counselor	
Academic Counselor(s)	0

#### 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	
2023-24	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.4

## CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

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

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
K	12	16	13	11	8	8		0			0	
1st	21	19	23	3	6		3	0	6		0	
2nd	14	21	18	7	0	5		6	2		0	
3rd	18	14	22	5	7		2	0	6		0	
4th	15	17	16	5	4	7		3			0	
5th	18	15	19	2	9	4		0	5		0	
6th	12	10	11	32	34	29	3	0			0	
Other	21	24		1	3			0			1	

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	22	23	24	22	23	24	22	23	24	22	23	24
English	18	16	14	5	6	6		0			0	
Mathematics	12	11	11	7	8	7		0			0	
Science	16	18	15	6	5	5		0			0	
Social Science	18	18	15	5	5	6		0			0	

#### DISTRICT REVENUE SOURCES

In addition to general state funding, Woodside School receives state and federal funding for the following categorical funds and other support programs: Limited English Proficient students, special education, lottery, teacher quality, economic impact aid, and class size reduction funding less Basic Aid "Fair Share".

#### SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2022-23 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 36,702.64
School: From Supplemental/Restricted Sources	\$ 8,261.00
School: From Basic/Unrestricted Sources	\$ 28,441.64
District: From Basic/Unrestricted Sources	\$ 28,441.64
Percentage of Variation between School & District	0 %
State: From Basic/Unrestricted Sources	\$ 10,770.62
Percentage of Variation between School & State	164.07 %

#### 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.

2022-23 Average Salary Information		
	District	State
Beginning Teachers	\$ 73,683.00	\$ 51,351.73
Mid-Range Teachers	\$ 105,062.00	\$ 80,424.47
Highest Teachers	\$ 146,178.00	\$ 103,442.06
Elementary School Principals	\$ 172,754.00	\$ 124,851.67
Middle School Principals	\$ 159,597.00	\$ 135,030.13
High School Principals	\$ 0.00	\$
Superintendent	\$ 218,545.00	\$ 145,236.53
Teacher Salaries	35.12 %	26.17 %
Administrative Salaries	6.67 %	6.29 %

#### 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.

2022-23 Average Teacher Salary	
School	\$ 126,434.55
District	\$ 127,072.00
Percentage of Variation between School & District	-0.5 %
All Similar School Districts	\$ 79,413.00
Percentage of Variation between School & State	59.21 %