



TO CREATE A NURTURING AND ENGAGING LEARNING ENVIRONMENT THAT FOSTERS ACADEMIC EXCELLENCE, EMBRACES DIVERSITY AND ACTIVELY CONTRIBUTES TO THE WELL-BEING OF OUR COMMUNITY. WE ARE COMMITTED TO SHAPING WELL-ROUNDED INDIVIDUALS WHO EXCEL ACADEMICALLY AND EXHIBIT VALUES OF RESPECT, RESPONSIBILITY AND KINDNESS. WE ARE COMMITTED TO OUR STUDENTS, OUR COMMUNITY AND ACADEMICS. WE ASPIRE TO INSTILL IN OUR STUDENTS THE KNOWLEDGE, SKILLS AND VALUES THAT WILL SERVE THEM IN THEIR ACADEMIC JOURNEY AND IN BECOMING RESPONSIBLE, COMPASSIONATE MEMBERS OF OUR DIVERSE COMMUNITY.

## SCHOOL COUNSELOR CONTACTS

28

SOAR  
CONTACTS  
TIER 3

117

ATTENDANCE  
INTERVENTIONS  
TIER 2 & 3

61

CARE TEAM  
REFERRALS  
TIER 2 & 3

11

TARGETED MLL  
STUDENTS  
TIER 2 & 3

82

STUDENT WITH  
INTERVENTIONS  
TIER 2 & 3

SUPPORTS THE ROAD TO GRADUATION BY IMPROVING ATTENDANCE AND DECREASING CHRONIC ABSENTEEISM. THIS IS REFLECTED IN A SENSE OF CONNECTEDNESS. HELPING CHILDREN FEEL BETTER ABOUT SCHOOL AND THEMSELVES, HELPS THEM SUCCEED IN HIGH SCHOOL AND COLLEGE.

## MINDSET & BEHAVIOR STANDARDS ADDRESSED

**B-LS 7:** LONG AND SHORT-TERM ACADEMIC, CAREER AND SOCIAL EMOTIONAL GOALS

**M 2:** SENSE OF ACCEPTANCE, RESPECT, SUPPORT AND INCLUSION FOR SELF AND OTHERS IN THE SCHOOL ENVIRONMENT.

**M3:** POSITIVE ATTITUDE TOWARD WORK AND LEARNING.

## PARTICIPATION DATA

SCHOOLWIDE SEL ASSESSMENTS TRIMESTER 1 AND TRIMESTER 2, TK-5TH

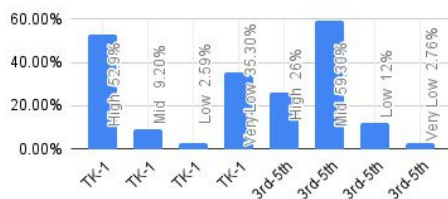
TK-1 ADMINISTRATION SUPPORT FOR ALL 3 ASSESSMENTS.

TK-5 SEL STUDENT FOCUS GROUP:  
90 STUDENTS ASSESSED

## PERCEPTION DATA

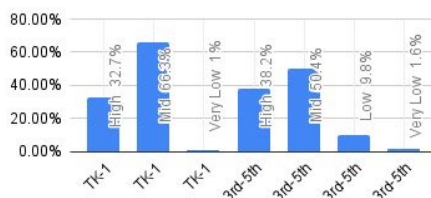
### Connectedness

SEL Assessment #1 BOY



### Connectedness

SEL Assessment #2 MOY



EVERY  
STUDENT  
DESERVES  
A SCHOOL  
COUNSELOR

1<sup>ST</sup> AND 2<sup>ND</sup> SEL ASSESSMENTS TRIMESTER CONNECTEDNESS

## OUTCOME DATA

### SEL FOCUS GROUPS SPRING 2025 DATA:

TK-2: 48 FEEL LIKE THEY BELONG, 1 DOESN'T

3RD-5<sup>TH</sup>: 29 FEEL LIKE THEY BELONG, AND 12 ONLY FEEL LIKE THEY BELONG A LITTLE BIT.

OVERALL, STUDENTS AT WOODSIDE FEEL LIKE THEY BELONG.

**MDUSD LCAP GOAL 3:** FAMILIES AND COMMUNITY WILL BE INFORMED AND EMPOWERED AS PARTNERS WITH MT. DIABLO UNIFIED TO SUPPORT STUDENTS LEARNING AND IMPROVE STUDENT OUTCOMES.

## HIGHLIGHTS AND OPTIONS FOR ALL

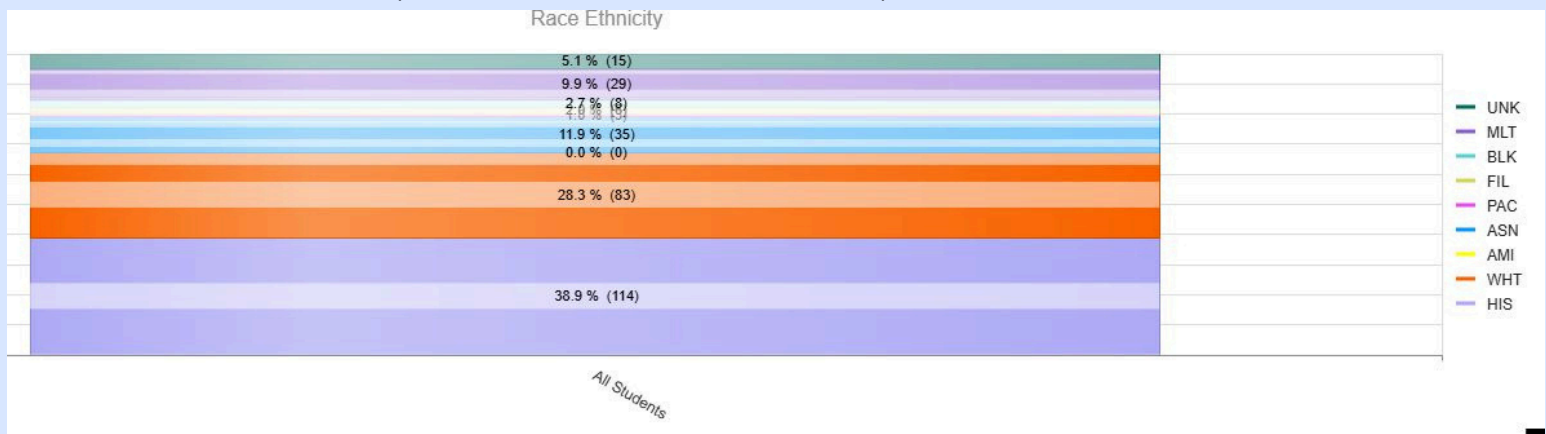
ALTERNATIVE PLAY SPACE, THE WOLF DEN FOR MORNING AND LUNCH RECESSES, INCLUDING LUNCH BUNCHES. TARGETED SUPPORT FOR EXTENSIVE NEEDS AND AUTISM STUDENTS TO PARTICIPATE IN ALTERNATIVE RECESS. PBIS STUDENT STORE. MULTILINGUAL LANGUAGE SUPPORT-MONTHLY ELAC MEETINGS, TARGETED STUDENTS IN 3RD-5<sup>TH</sup> WITH 3 ON ELPAC AND 2-3 AT RISK OF LTEL. CREATED AND SHARED RESOURCES WITH STUDENTS AND PARENTS, INCLUDING INCENTIVES FOR IMAGINE LEARNING USAGE. FOCAL SCHOLARS AND SPECIAL ED STUDENTS GIVE EXTRA SUPPORT. PARENT SQUARE RESOURCES SHARED REGULARLY AND IN PRINCIPAL FAMILY AND STAFF NEWSLETTERS.

ACTING AS A SYSTEMS CHANGE AGENT TO IMPROVE EQUITY AND ACCESS, ACHIEVEMENT AND OPPORTUNITIES FOR ALL STUDENTS

ANNUAL ADMINISTRATIVE SMART GOAL: BY THE END OF THE 2024-2025 SCHOOL YEAR, INCREASE ATTENDANCE IN 4TH AND 5TH GRADE BY 5% ADJUSTED BY THE NUMBER OF DAYS ENROLLED. LAST YEAR, STUDENTS IN 3RD AND 4TH GRADE MISSED 683 DAYS. THIS WILL BE REDUCED BY 34 DAYS BY THE END OF 2024-2025.

### TIER 2 AND TIER 3:

93 SARTS, 35 SARB REFERRALS, 22 CWA REFERRALS



**ENROLLMENT:**  
297 STUDENTS  
TK-5<sup>TH</sup> GRADES  
154 LOWER SES  
77 MULTI-LINGUAL  
LEARNERS



**38 STUDENTS**  
**6 SCHOOLS**  
MIDDLE SCHOOL  
TRANSITIONS  
TIER 2