

## Willow Glen High

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Tina Vanlaarhoven, Principal

Principal, Willow Glen High

#### About Our School

Willow Glen's Vision, along with that of San Jose Unified School District, is Preparing today's students to be the thinkers, leaders, and creators of tomorrow. To achieve this, we at Willow Glen High School (WGHS) focus on meeting the needs of our diverse student body, removing barriers to their education, demonstrating care for our students' well being, and inspiring them with stimulating and rigorous courses. Our varied course offerings ensure that our students may aspire to be the best public and private universities and will be prepared to participate successfully in any life paths they choose upon graduation. With support courses to fill in skill gaps, more than 20 Advanced Placement (AP) courses to challenge students, numerous honors and accelerated courses, extensive and well supported visual and performing arts courses, 19 sports to participate in, active student clubs, and a strong student Leadership. Our students of all interests and skill sets entering WGHS have the opportunity to find their passion, sense of community, and success as thriving learners. Students are encouraged to stretch themselves as they develop knowledge, skills, confidence and maturity. The adults of WGHS strive to continue their learning and personal development as well in order to model the essence of life long learning and to continuously provide the best education to our students in a changing world.

#### Contact

Willow Glen High  
2001 Cottle Ave.  
San Jose, CA 95125-3502

Phone: 408-535-6330  
E-mail: [tvanlaarhoven@sjsud.org](mailto:tvanlaarhoven@sjsud.org)

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6000
<b>Superintendent</b>	Nancy Albarran
<b>E-mail Address</b>	<a href="mailto:nalbarran@sjusd.org">nalbarran@sjusd.org</a>
<b>Web Site</b>	<a href="http://www.sjusd.org">http://www.sjusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Willow Glen High
<b>Street</b>	2001 Cottle Ave.
<b>City, State, Zip</b>	San Jose, Ca, 95125-3502
<b>Phone Number</b>	408-535-6330
<b>Principal</b>	Tina Vanlaarhoven, Principal
<b>E-mail Address</b>	<a href="mailto:tvanlaarhoven@sjusd.org">tvanlaarhoven@sjusd.org</a>
<b>County-District-School (CDS) Code</b>	43696664338950

*Last updated: 12/18/2018*

## School Description and Mission Statement (School Year 2018—19)

Willow Glen High is a sixty eight year old community landmark rich in history and tradition. Our school provides outstanding academic, co-curricular, and extra-curricular programs, as well as college entrance advising and personal guidance and support. Our comprehensive instructional program strives to support every student and provide an opportunity for our students to experience varied perspectives and skills.

### Vision Statement

Preparing today's students to be the thinkers, leaders, and creators of tomorrow.

### Mission Statement

Uniting as one community, we elevate opportunities for all.

We have five schoolwide initiatives in action:

- Focus on graduation for all students
- Advanced Placement class enrollment and success for juniors and seniors
- SAT prep for juniors
- Explicit Direct Instruction framework for teaching classes
- Student Engagement practices in all classes

Additionally, we are implementing special projects:

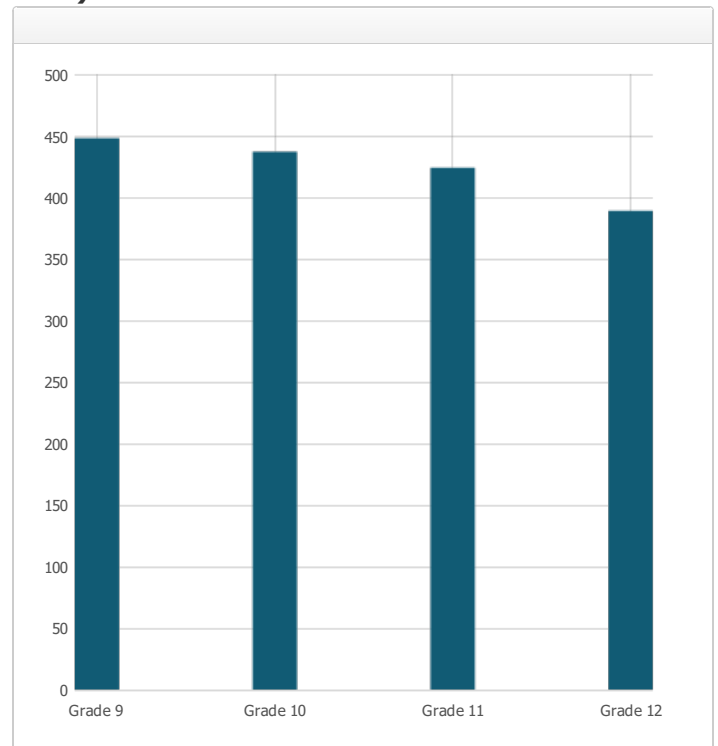
- AVID curriculum adoption

- Two Way Bilingual Immersion (TWIBI) strand adoption
- W ASC self study
- Professional Development focus for staff

*Last updated: 12/18/2018*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	448
Grade 10	437
Grade 11	424
Grade 12	389
<b>Total Enrollment</b>	<b>1698</b>



Last updated: 1/17/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	4.2 %
American Indian or Alaska Native	0.5 %
Asian	6.5 %
Filipino	2.1 %
Hispanic or Latino	48.5 %
Native Hawaiian or Pacific Islander	0.5 %
White	34.8 %
Two or More Races	1.8 %
Other	1.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.5 %
English Learners	10.8 %
Students with Disabilities	9.7 %
Foster Youth	0.1 %

## A. Conditions of Learning

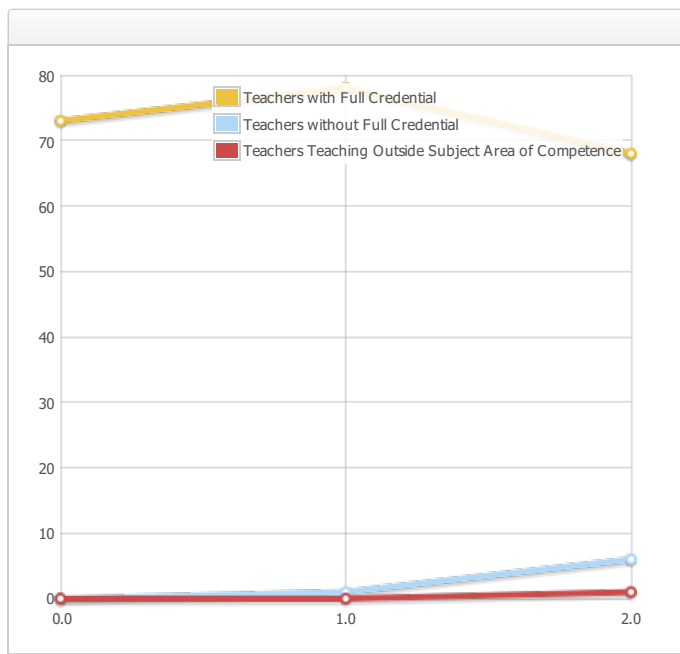
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials

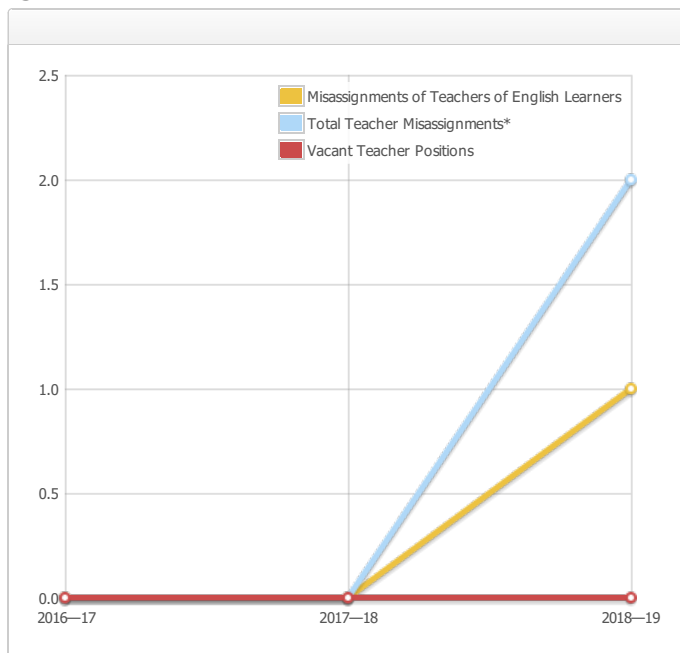
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	73	78	68	1368
Without Full Credential	0	1	6	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1298



Last updated: 1/30/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;"><b>READING/LANGUAGE ARTS</b></p> <p>Grade 9 <i>Springboard ELA</i> College Board 2017</p> <p>Grade 10 <i>Springboard ELA</i> College Board 2017</p> <p>Grade 11 <i>Springboard ELA</i> College Board 2017</p> <p>Grade 11 Honors English <i>Springboard ELA</i> N College Board 2017</p> <p>Grade 11 AP Lang <i>Patterns for College Writing</i> Bedford/St Martin's 11th Ed</p> <p>Grade 12 CSU ERWC <i>Expository Reading and Writing Course</i> CSU 2013</p> <p><b>ELD</b> Grades 9 &amp; 10 National Geographic, Cengage Learning EDGE</p> <p><b>READING INTERVENTION &amp; ACADEMIC LANGUAGE AND SKILLS</b> SpringBoard ELD Companion</p> <p><b>CORE NOVELS AND SUPPLEMENTAL READING LIST</b></p> <p>9TH Grade – Romeo &amp; Juliet, To Kill a Mocking Bird</p> <p>10th Grade – Things Fall Apart, Night</p> <p>11th Grade – The Great Gatsby, A Great American Play Selected from the following: ( Death of a Salesman, The Crucible, A Raisin in the Sun, Glass Menagerie, Streetcar Named Desire, The night Thoreau Spent In Jail.)</p> <p>Latino Literature – Norton Anthology of Latino Literature, Always Running</p> <p>12th Grade – Into the Wild, Brave New World and/or 1984, ERWC Consumable Reader, Second Edition, All 12th Grade ERWC Modules</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;"><b>MATHEMATICS</b></p> <p>Grade 9 Springboard <i>Algebra 1</i> College Board 2014</p> <p>Grades 9,10,11,12 Springboard <i>Algebra II</i></p> <p>Grades 9,10,11,12 Springboard <i>Geometry</i></p> <p>Pre-Calc <i>Precalculus: Graphical, Numerical, Algebraic</i> Pearson 7th Ed</p> <p>Pre -Calc Honors <i>Precalculus: Graphical, Numerical, Algebraic</i> Pearson 7th Ed</p> <p>Calc AB <i>Calculus: Graphical, Numerical, Algebraic</i> Prentice Hall 2010</p> <p><i>Stats Practice of Statistics</i> W.H. Freeman 5th Ed</p> <p>SDC <i>Algebra Pacemaker Algebra</i> Fearon 2nd Ed</p>	Yes	0.0 %
Science	<p style="text-align: center;"><b>SCIENCE</b></p> <p>Grade 9 <i>Biology</i> (Dragonfly) Pearson 2006</p> <p>Grade 9 <i>Honors Biology</i> (Alligator) Mcdougal Littell 8th Ed</p> <p>Grade 10 <i>Modern Chemistry</i>, Holt, Rinehart &amp; Winston, 1st Ed</p> <p>Grade 10 Honors <i>Modern Chemistry</i> Holt, Rinehart &amp; WinstoN 1st Ed</p> <p>Grade 11 <i>Physics Principles with Applications</i> Pearson 6th Ed</p> <p>Grade 11 AP <i>Physics Principles with Applications AP</i> 7th Ed</p> <p>SDC Science <i>Pacemaker Biology</i></p>	Yes	0.0 %

Globe Fearon 2004			
History-Social Science	<b>HISTORY/SOCIAL SCIENCE</b>	Yes	0.0 %
	Grade 9 <i>World Geography</i> McDougal Littell 2010		
	Grade 10 <i>Modern World History Patterns of Interaction</i> McDougal Littell 2006		
	Grade 11 <i>The Americans: Reconstruction to the 21st Century</i> McDougal Littell 2006		
	Grade 11 APUSH <i>The American Pageant</i> Houghton Mifflin 13th Ed		
	Grade 12 Gov, <i>Government in America</i> Houghton Mifflin 1993		
	Grade 12 Econ, <i>Economics: Principles and Practices</i> Glencoe 1999		
	Grade 12 AP <i>Government in America: People, Politics, Policy</i> Prentice Hall 15th Ed		
	SDC <i>World History, Pacemaker World History</i> Globe Fearon 4th Ed		
	SDC <i>US History, Pacemaker US History</i> Globe Fearon 4th Ed		
	SDC Econ, <i>Pacemaker Economics</i> Globe Fearon 3rd Ed		
	SDC Gov, <i>Pacemaker American Government</i> Globe Fearon 3rd Ed		
Foreign Language	<b>FOREIGN LANGUAGE</b>	Yes	0.0 %
	Spanish 1-2 <i>Avanceamos 1</i> McDougal Littell 2010		
	NS Spanish 1-2 <i>Nuevas Vistas Curso de Intro</i> Holt, Rinehart & Winston 2006		
	Spanish 3-4 <i>Avanceamos 2</i> McDougal Littell 2007		
	NS spanish 3-4 <i>Nuevas Vistas Curso Uno</i> Holt, Rinehart & Winston 2003		
	Spanish 5-6 <i>Avanceamos 3</i> McDougal Littell 2007		
	NS Spanish 5-6 <i>Nuevas Vistas Curso Dos</i> Holt, Rinehart & Winston 2006		
	AP Spanish Lang, <i>Temas Vistas</i> Higher Learning 2014		
	French 1-2 <i>Bien Dit</i> Level 1 Houghton Mifflin Harcourt 2018		
	French 3-4 <i>Bien Dit</i> Level 2 Houghton Mifflin Harcourt 2018		
	French 5-6 <i>Si Bien Dit</i> Level 3 Houghton Mifflin Harcourt 2018		
Health	Imbedded in the Physical Education Program		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.





## School Facility Conditions and Planned Improvements

Willow Glen High School is a sixty eight-year-old community landmark, rich in history and tradition. Over the years, the school has benefited from the local bond measures that have addressed several of its' aging infrastructures.

The new science building and technological updates were completed during the 2009-10 school year.

The old photography film development room has been converted into a technology office room and a group meeting room in 2017.

The Gene and Mickey Long Library was updated this year to include new glass offices for our College and Career Center, updated student printing services, new desktop and laptop computers for student use, additional study nooks for small group work, four LCD screens, 2 mounted projectors, and all 8 projecting technologies are to be accessible wirelessly by student and staff devices. This remodel was completed in 2018.

Also in 2018, construction began on updating our cafeteria and theater with new electronics, video, projection sound and light equipment in addition to upgrades to stage and theater walls and space.

*Last updated: 12/18/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Exemplary
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*Last updated: 1/2/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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, which 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	51.0%	49.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	30.0%	42.0%	43.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/17/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	407	377	92.63%	49.07%
Male	214	199	92.99%	44.22%
Female	193	178	92.23%	54.49%
Black or African American	16	15	93.75%	33.33%
American Indian or Alaska Native	--	--	--	
Asian	24	24	100.00%	75.00%
Filipino	--	--	--	
Hispanic or Latino	205	194	94.63%	34.54%
Native Hawaiian or Pacific Islander	--	--	--	
White	142	126	88.73%	65.87%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	165	156	94.55%	33.97%
English Learners	53	49	92.45%	--
Students with Disabilities	24	11	45.83%	27.27%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	377	91.95%	29.79%
Male	216	199	92.13%	31.66%
Female	194	178	91.75%	27.68%
Black or African American	16	15	93.75%	13.33%
American Indian or Alaska Native	--	--	--	
Asian	24	24	100.00%	66.67%
Filipino	--	--	--	
Hispanic or Latino	207	194	93.72%	14.51%
Native Hawaiian or Pacific Islander	--	--	--	
White	142	126	88.73%	46.83%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	168	156	92.86%	14.10%
English Learners	56	49	87.50%	
Students with Disabilities	27	11	40.74%	9.09%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/17/2019*

## CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/17/2019*

### Career Technical Education (CTE) Programs (School Year 2017–18)

SJUSD Secondary Schools are an array of CTE courses/pathway in the following areas:

- Building & Construction Trades: Cabinetry/Woodworking
- Engineering & Architecture; Health Science; Medical Technology: Engineering Technology, Engineering Design, Biotechnology
- Arts, Media, And Entertainment; Production and Managerial Arts; Design, Visual And Media Arts
- Child Development

All Secondary students have the opportunity to enroll and participate in the CTE pathways offered by our partnership with Silicon Valley Career Technical Education Center (SVCTE)

*Last updated: 12/14/2018*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1428
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	90.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

*Last updated: 12/14/2018*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.2%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	48.1%

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	13.6%	21.2%	47.3%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2019

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018—19)

Willow Glen High School welcomes parent involvement. Many of our parents choose to participate in one or more of our affiliated fund raising and/or support organizations. Some of the most popular ways that parents get involved with our school are through:

Education Foundation - supporting academics and school culture including technology purchases, staff training, science materials, and more.

Performing Arts Boosters (PAB) - supporting all performing arts including marching band, band, choir, and drama.

Athletic Boosters - supporting all athletic programs.

Manos Unidas - supporting students with English as a second language.

Willow Glen Cares - supporting students and families in need including with food, basic necessities, college application fees, and computers.

Tutoring - coordinated by our school librarian and connecting parent and community volunteers with W GHS students during tutorial periods and after school.

Principal's Coffee - meeting each month for parents and the principal to discuss what is going on at W GHS.

School Site Council (SSC) - for students, staff, and parents to come together monthly to discuss the school, school planning, and finances.

Meeting dates for all above groups are posted on our school homepage. Parents are also welcomed to contact our school by phone @408.535.6330, to speak with an administrator about a group or to learn more about their meeting or volunteer opportunities.

# State Priority: Pupil Engagement

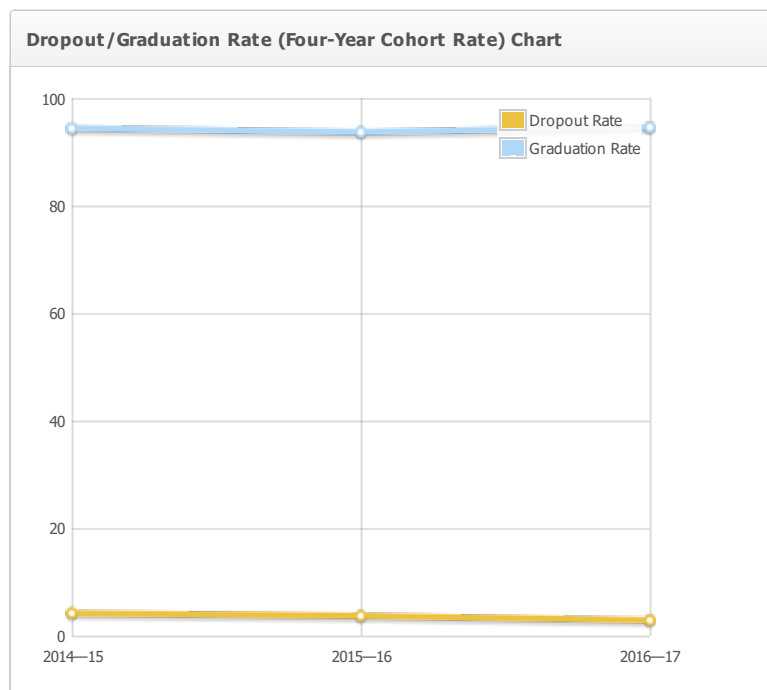
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	4.2%	3.7%	7.7%	6.4%	10.7%	9.7%
Graduation Rate	94.4%	93.7%	85.4%	87.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	2.9%	5.2%	9.1%
Graduation Rate	94.6%	89.5%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/17/2019



## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.5%	90.8%	88.7%
Black or African American	100.0%	92.6%	82.2%
American Indian or Alaska Native	100.0%	86.7%	82.8%
Asian	100.0%	97.6%	94.9%
Filipino	100.0%	94.3%	93.5%
Hispanic or Latino	94.8%	88.0%	86.5%
Native Hawaiian or Pacific Islander	100.0%	85.7%	88.6%
White	97.1%	92.8%	92.1%
Two or More Races	100.0%	93.9%	91.2%
Socioeconomically Disadvantaged	99.4%	90.3%	88.6%
English Learners	96.2%	62.9%	56.7%
Students with Disabilities	76.3%	66.6%	67.1%
Foster Youth	66.7%	65.0%	74.1%

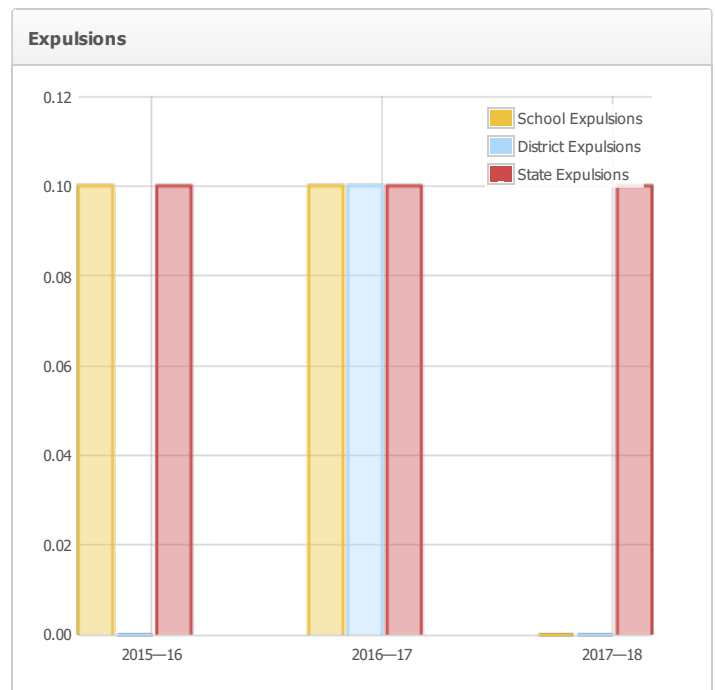
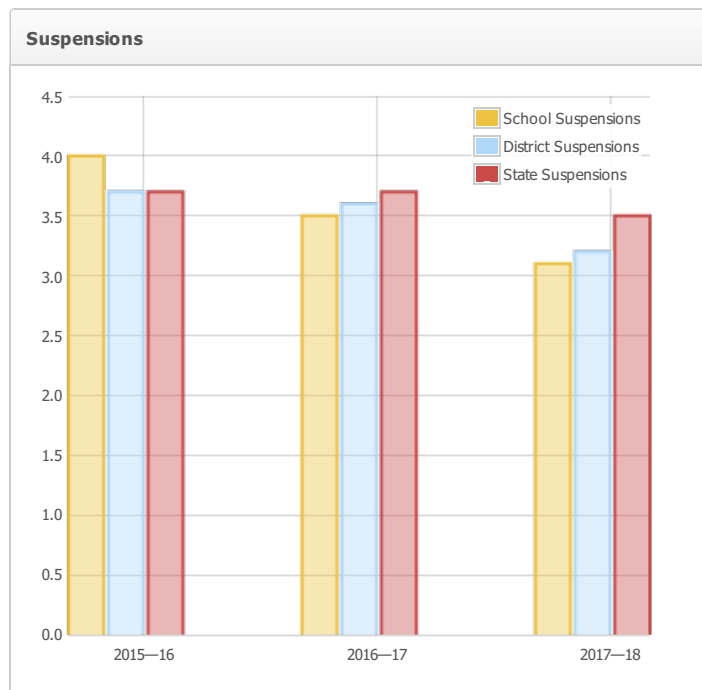
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.0%	3.5%	3.1%	3.7%	3.6%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/17/2019

## School Safety Plan (School Year 2018—19)

Willow Glen High School maintains a thorough Safety Plan that is reviewed for necessary changes and updated annually. Additionally, the plan is reviewed with the entire staff each year and significant portions are practiced each year through a series of drills including a run/hide/defend drill, search and rescue drill, fire drill, and power outage drill. Primary aspects of the Safety Plan are designated responsibilities for staff in the event of a school wide emergency and the regular drills to make the needed responses close to automatic. Students are also made aware of evacuation routes and assembly location in our field in the event of an emergency requiring such a regrouping. Further, we practice and plan for a scenario in which an evacuation becomes necessary between classes with students directing themselves to the assembly area. Our Safety Plan was reviewed by administration for necessary updates during the summer with final revisions in August of 2018. The Safety Plan and updates were then presented on August 13th, 2018.

Last updated: 12/18/2018

## D. 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/17/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	26.0	16	32	19
Mathematics	27.0	13	27	23
Science	24.0	17	22	12
Social Science	27.0	11	26	24

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	24.0	21	36	15
Mathematics	23.0	23	40	10
Science	24.0	16	19	16
Social Science	24.0	21	30	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-20</b>	<b>Number of Classes * 21-32</b>	<b>Number of Classes * 33+</b>
English	24.0	20	36	16
Mathematics	20.0	37	34	6
Science	23.0	23	26	7
Social Science	25.0	17	30	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/17/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	4.0	434.0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.1	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

\*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.

*Last updated: 1/17/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$11847.3	\$3093.2	\$8754.1	\$74691.1
District	N/A	N/A	\$8863.8	\$75422.0
Percent Difference – School Site and District	N/A	N/A	-1.2%	-1.2%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	22.9%	-7.5%

Note: Cells with N/A values do not require data.

*Last updated: 12/11/2018*

## Types of Services Funded (Fiscal Year 2017—18)

Willow Glen High School provides numerous supports and services for our students including:

- Dedicated Assistant Principal of Student Supports to support all students with special needs such as Special Education students, English Learners, Foster Youth, homeless children, etc.
- Willow Glen Cares, our on site non profit, provides food, supplies, and basic necessities for students and their families to allow students to better focus on their learning.
- Academic Counseling for all students that begins in 9th grade with scheduled meetings and continues through to graduation.
- Social Emotional Counseling, on a limited basis, provided on our campus through outside organizations such as the YWCA.
- After school and during tutorial period tutoring organized by our librarian and provided by community and parent volunteers.
- Intervention classes to support students in need of assistance in math or English.
- Academic Language support class to help long term English learners to become re designated as English proficient.
- Summer Boot Camps to support students new to taking Advanced Placement courses.

*Last updated: 12/18/2018*

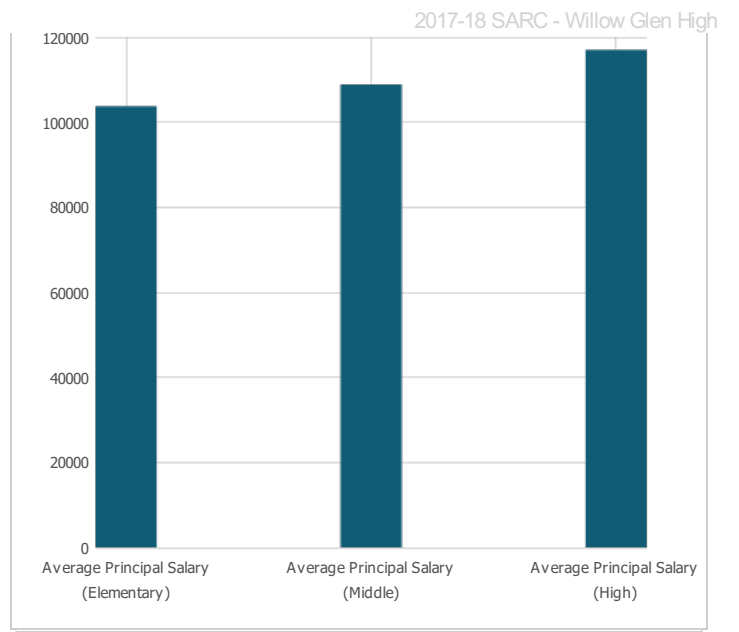
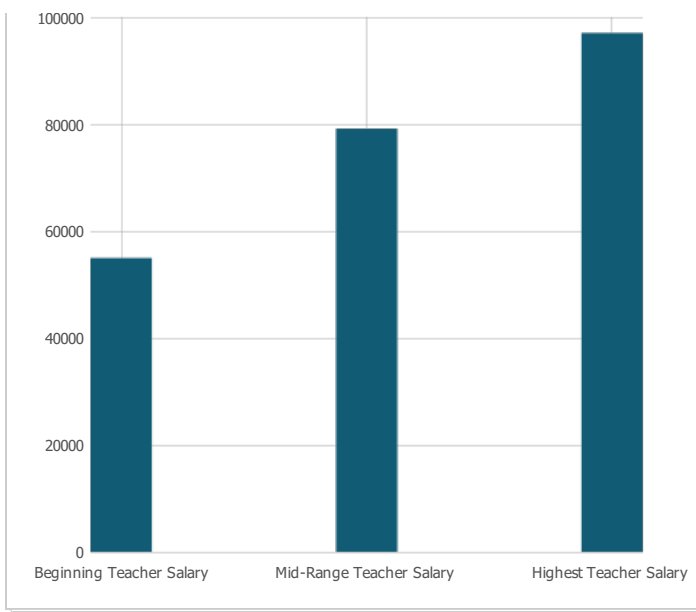
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,958	\$47,903
Mid-Range Teacher Salary	\$79,132	\$74,481
Highest Teacher Salary	\$97,032	\$98,269
Average Principal Salary (Elementary)	\$103,741	\$123,495
Average Principal Salary (Middle)	\$108,855	\$129,482
Average Principal Salary (High)	\$117,012	\$142,414
Superintendent Salary	\$263,799	\$271,429
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Teacher Salary Chart

### Principal Salary Chart



*Last updated: 1/17/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	7	N/A
Fine and Performing Arts	1	N/A
Foreign Language	6	N/A
Mathematics	5	N/A
Science	7	N/A
Social Science	14	N/A
All Courses	43	36.0%

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

*Last updated: 1/17/2019*

**Professional Development**

Professional Development opportunities for staff are provided on site approximately monthly. We participate in a weekly meeting each Monday morning with some exceptions such as for Mondays that are holidays. The Monday morning meetings rotate to be either a Staff Meeting, Department Meeting, or a Professional Development Meeting.

During Professional Development Meetings, staff have the opportunity to attend one of between three and five different sessions on campus, selecting the session that applies or interests them most. The title and description of the offered sessions are published the week before and change for each PD day. The PD sessions are led by various school staff, usually teachers, based on their own expertise, skills, or recent training. In some cases, other district personnel come in to run an available PD session.

During some Staff Meetings, professional development will be presented to the whole teaching staff as a large group. This occurs as needed throughout the school year.

During the four annual professional development and in service days, days when students are not on campus, professional development seminars are always provided for teachers and focus on practical strategies that may be brought into the classroom.

Beyond the above required professional development for all teachers, teachers and staff are encouraged to attend other PD opportunities outside of the school. We work with our budgets, the support of our bargaining units, and the support of our parent fund raising groups, to send teachers and staff to numerous off campus PD seminars each year including those that focus on supporting special education students, supporting language acquisition, teaching advanced placement courses, and supporting two way bilingual immersion programs. In some cases, we bring in the presenter for a special seminar to our campus and release our staff to an on site location such as in a recent PD for site teacher leaders to develop their skills as meeting planners and facilitators.

We support the implementation of valuable professional development through follow up meetings, small group or one on one check ins, and through classroom visits and observations.

*Last updated: 12/18/2018*