

Willow Glen High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.



Mr. Randy Shmidt, 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 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 the best public and private universities and will be prepared to participate successfully in any of multiple life paths 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 thriving student Leadership, our students of all interests and skill sets entering Willow Gen High School 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: 408-535-6000
E-mail: rschmidt@sjusd.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	San Jose Unified
Phone Number	(408) 535-6090
Superintendent	Nancy Albarrán
E-mail Address	nalbarran@sjusd.org
Web Site	http://www.sjusd.org

School Contact Information (School Year 2017-18)	
School Name	Willow Glen High
Street	2001 Cottle Ave.
City, State, Zip	San Jose, Ca, 95125-3502
Phone Number	408-535-6000
Principal	Mr. Randy Shmidt, Principal
E-mail Address	rschmidt@sjusd.org
Web Site	http://www.sjusd.org/willow-glen-high/
County-District-School (CDS) Code	43696664338950

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

Willow Glen High is a sixty-seven-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 to meet all state academic standards and to be fully prepared to enter a four-year university. The students, staff, and community represent great diversity 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

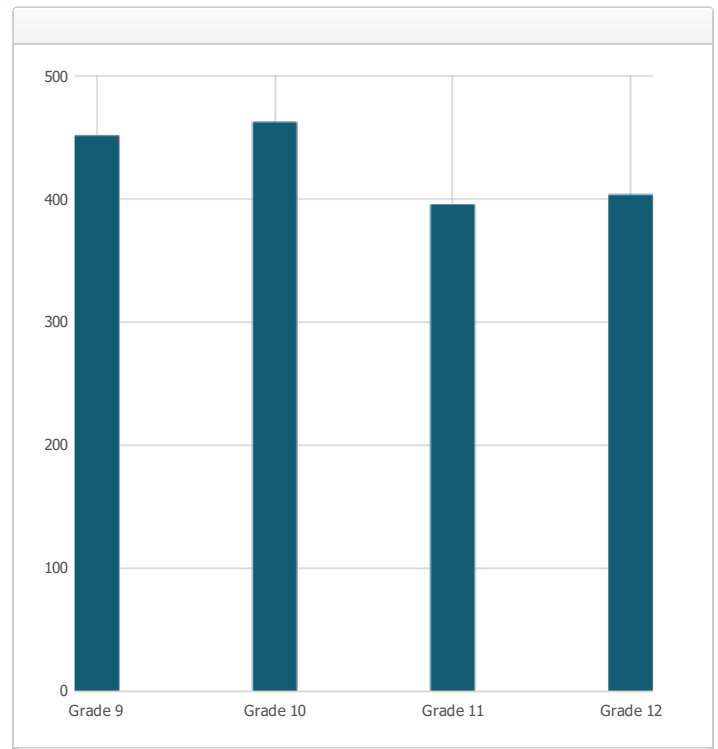
Additionally, we are implementing special projects:

- AVID curriculum adoption
- Two Way Bilingual Immersion (TWIBI) strand adoption
- WASC self study
- Professional Development focus for staff

Last updated: 1/9/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	451
Grade 10	462
Grade 11	395
Grade 12	403
Total Enrollment	1711



Last updated: 1/10/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.1 %
American Indian or Alaska Native	0.6 %
Asian	5.8 %
Filipino	2.0 %
Hispanic or Latino	51.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	33.2 %
Two or More Races	1.2 %
Other	1.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.1 %
English Learners	9.8 %
Students with Disabilities	9.2 %
Foster Youth	0.5 %

Last updated: 1/10/2018

A. Conditions of Learning

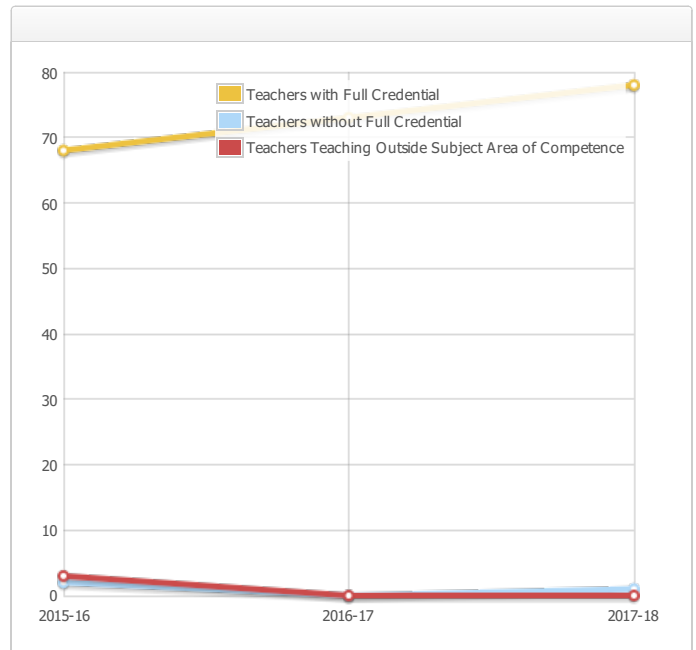
State Priority: Basic

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

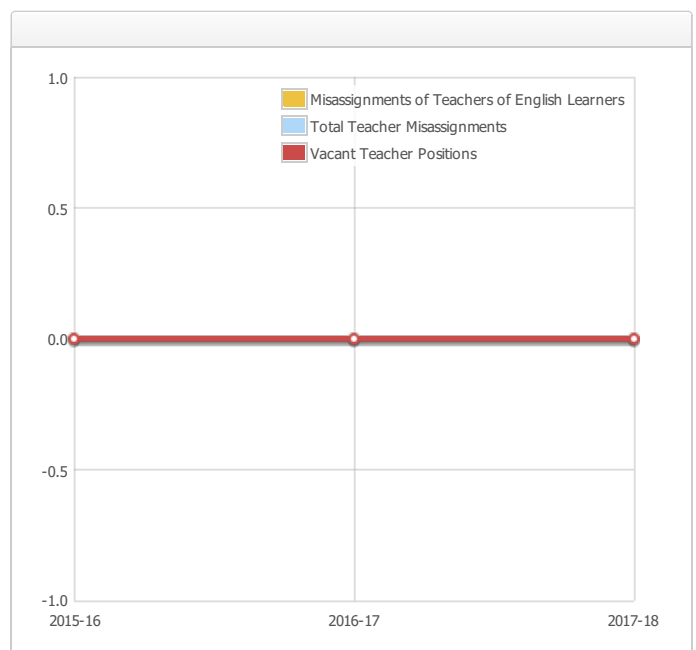
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	68	73	78	1427
Without Full Credential	2	0	1	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	0	11



Last updated: 1/24/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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: 1/24/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: https://sjusd.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3	Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2018

School Facility Conditions and Planned Improvements

Willow Glen High School is a sixty-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 is being updated to be a student union environment 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 begun in 2017 and will be completed in 2018.

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

Last updated: 1/9/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Exemplary
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Last updated: 1/5/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	57%	51%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	30%	30%	42%	42%	36%	37%

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: 1/10/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	392	366	93.37%	50.55%
Male	199	186	93.47%	45.70%
Female	193	180	93.26%	55.56%
Black or African American	23	23	100.00%	43.48%
American Indian or Alaska Native				
Asian	19	18	94.74%	77.78%
Filipino	--	--	--	
Hispanic or Latino	196	178	90.82%	38.76%
Native Hawaiian or Pacific Islander	--	--	--	
White	134	128	95.52%	64.06%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	165	153	92.73%	37.91%
English Learners	49	42	85.71%	11.90%
Students with Disabilities	33	20	60.61%	--
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: 1/10/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	392	366	93.37%	29.78%
Male	199	185	92.96%	31.89%
Female	193	181	93.78%	27.62%
Black or African American	23	23	100.00%	30.43%
American Indian or Alaska Native				
Asian	19	18	94.74%	61.11%
Filipino	--	--	--	
Hispanic or Latino	196	178	90.82%	14.61%
Native Hawaiian or Pacific Islander	--	--	--	
White	134	128	95.52%	45.31%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	165	151	91.52%	15.89%
English Learners	49	40	81.63%	--
Students with Disabilities	33	19	57.58%	--
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: 1/10/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52.0%	44.0%	57.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/10/2018

Career Technical Education Programs (School Year 2016-17)

Engineering and Architecture; Health Science and Medical Technology: Engineering Technology, Engineering Design, Biotechnology
Engineering and Architecture: Engineering Technolog, Engineering Design
Arts, Media, and Entertainment: Design, Visual and Media Arts

Last updated: 12/18/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1428
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	98.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 12/18/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.3%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	44.9%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	16.6%	24.2%	42.5%

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: 1/10/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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:

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

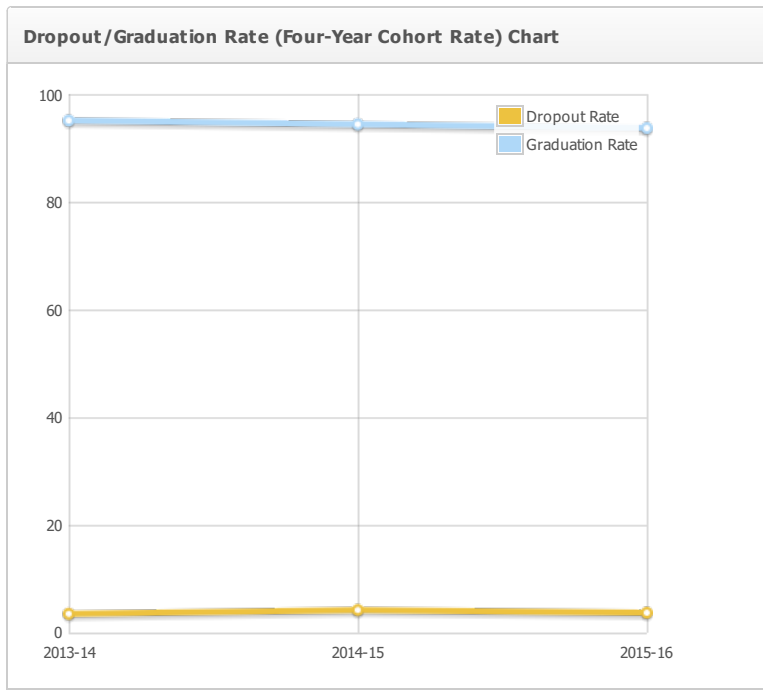
State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.5%	4.2%	3.7%	7.1%	7.7%	6.4%	11.5%	10.7%	9.7%
Graduation Rate	95.1%	94.4%	93.7%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/10/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	95.5%	88.4%	87.1%
Black or African American	100.0%	85.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	97.9%	94.4%
Filipino	100.0%	90.6%	93.8%
Hispanic or Latino	93.3%	83.4%	84.6%
Native Hawaiian or Pacific Islander	100.0%	92.3%	86.6%
White	96.1%	93.8%	91.0%
Two or More Races	100.0%	91.3%	90.6%
Socioeconomically Disadvantaged	100.0%	90.5%	85.5%
English Learners	64.0%	52.6%	55.4%
Students with Disabilities	72.7%	57.1%	63.9%
Foster Youth	100.0%	37.5%	68.2%

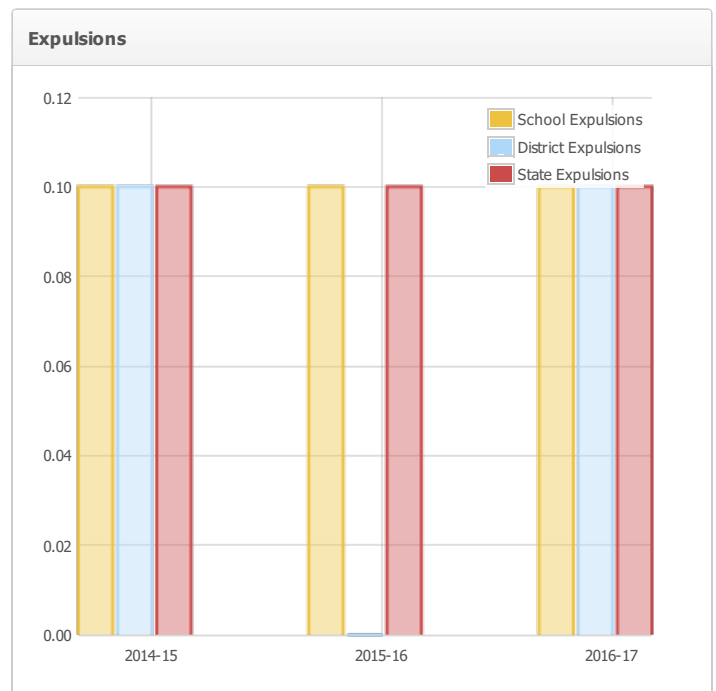
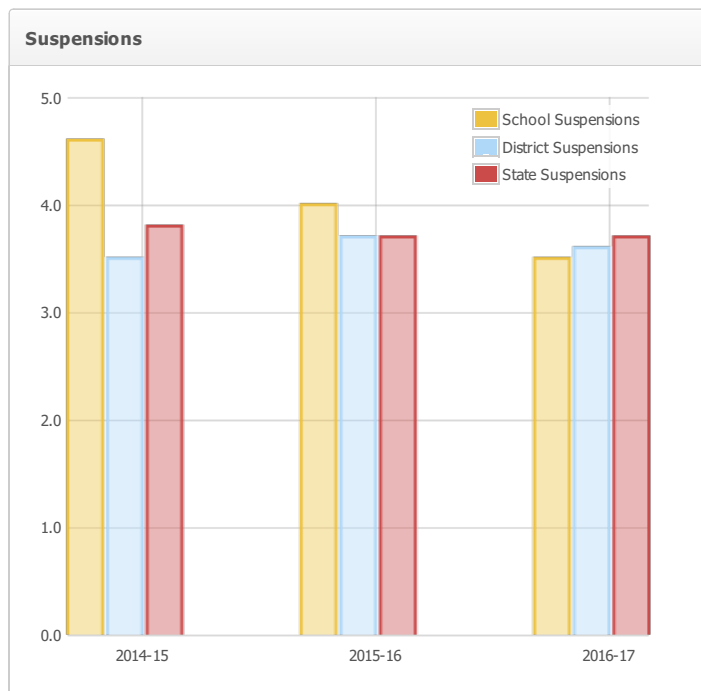
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.6%	4.0%	3.5%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/10/2018

School Safety Plan (School Year 2017-18)

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 2017. The Safety Plan and updates were then presented on August 14th, 2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	16
Percent of Schools Currently in Program Improvement	N/A	61.5%

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	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).

Last updated: 1/24/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	13	33	18	26.0	16	32	19	24.0	21	36	15
Mathematics	26.0	20	24	17	27.0	13	27	23	23.0	23	40	10
Science	25.0	18	36	9	24.0	17	22	12	24.0	16	19	16
Social Science	26.0	12	31	18	27.0	11	26	24	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.

Last updated: 1/24/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	571.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	4.7	N/A
Other	1.0	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: 1/24/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11003.3	\$3070.1	\$7933.1	\$71465.5
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	-1.0%	-1.7%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	18.7%	-10.3%

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

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

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.
- Buddies Club, run by students, to help unite regular education students and special education students in social events and camaraderie.
- 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: 1/9/2018

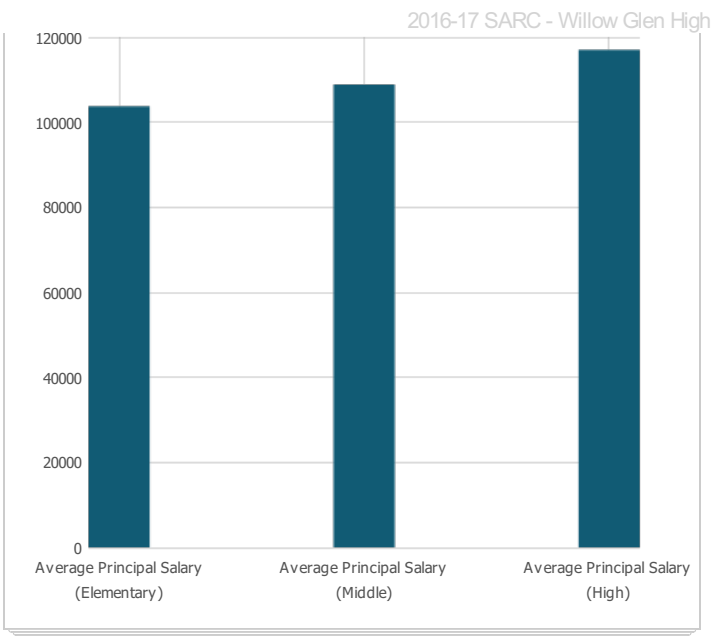
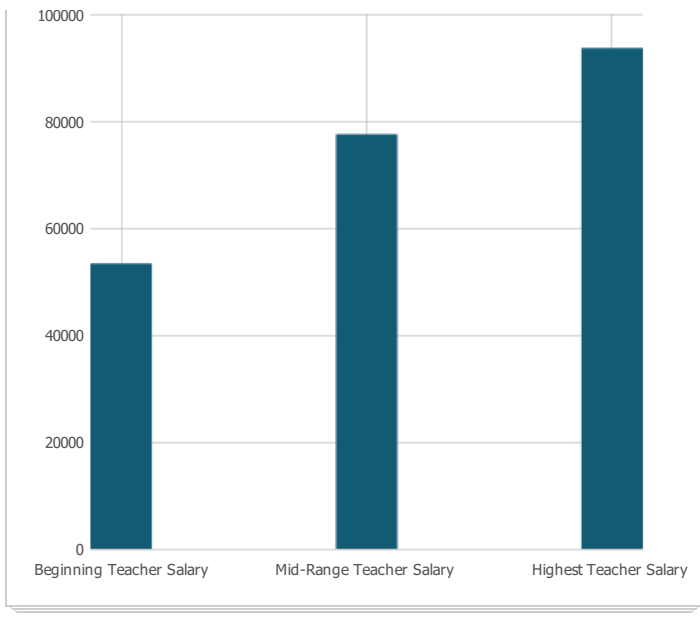
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457
Percent of Budget for Teacher Salaries	33.0%	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 <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/10/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	4	N/A
All Courses	21	31.1%

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

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

Last updated: 1/10/2018

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: 1/9/2018