

Willow Glen High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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 that all students are inspired and prepared to succeed in a global society. 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 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
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: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

Principal's Comments

Willow Glen High School seeks to ensure that all students find success by actively supporting students to find inspiration and success within our course offerings and student experiences. The adults of WGHS seek to remove barriers to education for students as individuals. Some interventions include guiding students towards social and emotional support, financial supports, academic supports, involvement in school activities, and making connections with adults on campus. These active efforts to remove barriers enable a greater number of students to more fully access the educational opportunities available here at WGHS.

Principal's Experience

Randy Schmidt, a WGHS alumnus himself, joined the WGHS administrative team as an assistant principal in 2013. He became principal of WGHS in 2015. Prior to joining the WGHS team, he served as an assistant principal at Castillero Middle School. Prior to serving as an administrator, Randy Schmidt taught math, science, multimedia, and computer classes to middle school students in San Jose Unified School District.

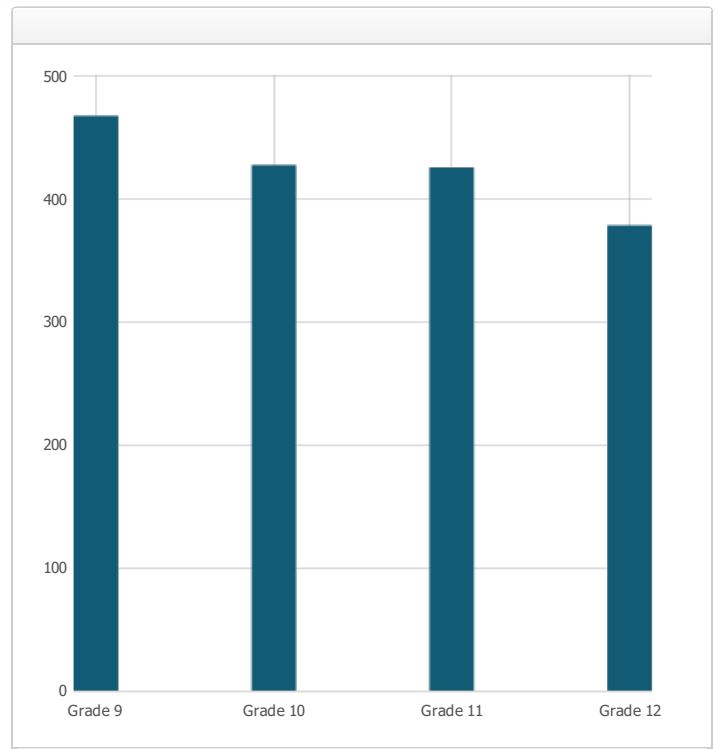
WGHS Major Achievements

- Biomedical Sciences is a four-year, UC/CSU accepted areas D and G science requirement for students interested in careers in the health industry or medicine.
- In 2014 the Washington Post ranked Willow Glen High School as one of the nation's most challenging schools based on the number of advanced placement tests taken by students.
- WGHS offered 20 AP courses to students with a 65% AP test pass rate

Last updated: 12/19/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	467
Grade 10	427
Grade 11	425
Grade 12	378
Total Enrollment	1697



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.1 %
American Indian or Alaska Native	0.4 %
Asian	5.1 %
Filipino	2.0 %
Hispanic or Latino	54.1 %
Native Hawaiian or Pacific Islander	0.6 %
White	32.1 %
Two or More Races	0.9 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.0 %
English Learners	10.1 %
Students with Disabilities	9.8 %
Foster Youth	0.5 %

Last updated: 1/31/2017

A. Conditions of Learning

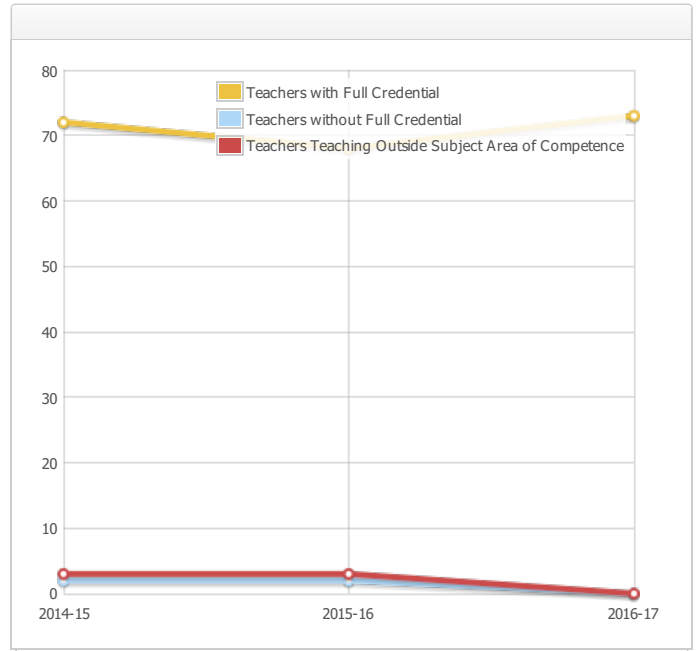
State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	72	68	73	1460
Without Full Credential	2	2	0	35
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	3	0	23



Last updated: 1/10/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/10/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	95.0%	5.0%
All Schools in District	87.0%	13.0%
High-Poverty Schools in District	84.0%	16.0%
Low-Poverty Schools in District	89.0%	11.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

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/v/curriculum2016-2017	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	-		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: 12/12/2016

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 Gene and Mickey Long Library is being updated to include a Willow Glen Middle and High School Museum area when the project is completed. The community and San Jose Unified Central Office continue to work together to make sure that the physical environment of the school supports the learning and achievement of all our students.

Last updated: 12/19/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	<p>Baseboards peeling need to be reglued. Several areas need paint work. Several ceiling tiles need to be replaced due to water damage. Transition strips need to be repaired in several rooms. Wall paper peeling in some classrooms and need to be reglued or replaced.</p> <p>Work order placed with Maintenance for painting and carpentry work.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	<p>Several electrical outlet covers are missing. Several light bulbs are out and need bulbs replaced. Some light fixtures not working and need ballast replaced.</p> <p>Custodian was told to replace burned out bulbs. Work order placed with electrician to fix issues.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	<p>Several toilet dispensers need to be replaced. Restrooms in football field need to be deep cleaned.</p> <p>Custodian made aware of issues to replace dispensers needed and clean areas needed.</p>
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 2016

Overall Rating	Good
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Last updated: 12/9/2016

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	57.0%	51.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	33.0%	30.0%	39.0%	42.0%	34.0%	36.0%

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.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	387	91.9%	57.3%
Male	192	174	90.6%	44.4%
Female	229	213	93.0%	67.6%
Black or African American	13	12	92.3%	45.5%
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.0%	76.0%
Filipino	--	--	--	--
Hispanic or Latino	219	206	94.1%	45.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	124	87.3%	70.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	160	92.5%	45.6%
English Learners	28	23	82.1%	--
Students with Disabilities	40	28	70.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	378	89.8%	29.7%
Male	192	174	90.6%	32.8%
Female	229	204	89.1%	27.1%
Black or African American	13	12	92.3%	25.0%
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.0%	56.0%
Filipino	--	--	--	--
Hispanic or Latino	219	205	93.6%	21.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	118	83.1%	40.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	160	92.5%	23.6%
English Learners	28	23	82.1%	--
Students with Disabilities	40	28	70.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53.0%	52.0%	44.0%	61.0%	57.0%	55.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	425	397	93.4%	43.6%
Male	223	204	91.5%	43.1%
Female	202	193	95.5%	44.0%
Black or African American	24	24	100.0%	33.3%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	18	18	100.0%	61.1%
Filipino	--	--	--	--
Hispanic or Latino	220	203	92.3%	28.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	141	133	94.3%	66.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	187	172	92.0%	31.4%
English Learners	40	27	67.5%	3.7%
Students with Disabilities	37	28	75.7%	21.4%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Last updated: 1/31/2017

Career Technical Education Programs (School Year 2015-16)

Career Technical Education Programs (School Year 2014-15)

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center: Silicon Valley Career Technical Education Center. SVCTE is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for SVCTE placement. Students are bused to and from their home school daily, attending SVCTE for three hours in conjunction with their regular high school studies. SVCTE course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school. Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. Currently, the following CTE courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

Broadway High School: Child Development Multimedia, Design Level 1

Gunderson High School: Video Production, Digital Photo Level 1 and 2, Multimedia Design Level 1 and 2, Construction Technology Level 1 and 2, Animation Level 1 & 2

Leland High School: Animation, Photography Level 1 and 2, Intro to Engineering Design, Media Arts Level 1 and 2, Multimedia Design Level 1 and 2

Lincoln High School: Digital Photography Level 1 and 2, Multimedia Design Level 1 and 2, Technical Theater

Pioneer High School: Wood Shop Level 1 and 2, Multimedia Design Level 1 and 2, Robotics Technology, Drafting

San Jose High School: Multimedia Design Level 1 & 2, IB Engineering Design SL, Robotics

Willow Glen High School: Biomedical, Commercial Photography Level 1 and 2, Multimedia Design Level 1 and 2

SJUSD has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at Willow Glen High School, San Jose High Academy and Leland High School. This is a nationwide, highly respected curriculum introducing high school students to engineering. SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

Each school also has a College and Career Center which affords students the opportunity to explore college and careers by using district approved career guidance software. The software provides tools that assist students in exploring careers and education and training opportunities in order to make informed decisions about their futures. A Career Center Technician is available to train students in the use of the software and to assist them in their exploration and planning.

Housed in each College and Career Center is the SVCTE Advisors Handbook. This handbook lists all of the courses offered to SJUSD students at the SVCTE. The handbook also indicates career pathways for the classes offered at CCOC. Articulation agreements with local community colleges specifying college credits, which may be earned by successful completion of SVCTE courses, are available in the handbook also.

SVCTE currently offers these courses to SJUSD students:

Agriculture and Natural Resources: Veterinary Assistant

Arts Media and Entertainment: Animation, Graphic Design, Multimedia, Video Production

Building Trades and Construction: Air Conditioning/Refrigeration/Heating, Carpentry, Electrical Maintenance

Engineering and Design: Computer-Aided Drafting, Computer Technology Careers

Fashion and Interior Design: Interior Design

Finance and Business: Accounting and Financial Careers

Science and Medical Technology: Dental Assistant, Health Occupations, Medical Assistant, Medical Office Careers

Hospitality, Tourism and Recreation: Baking and Catering, Culinary Arts

Information Technology: Office Assistant

Manufacturing and Product Development: Metals Technology, Precision Machining

Marketing Sales and Services: Small Business Management

Public Services: Fire Science/First Responder, Forensic Investigation, Law Enforcement, Probation and Legal Careers

Transportation: Auto Body Repair and Refinishing, Automotive Careers, Truck Mechanics

For additional information, contact Learning Options in the District Office or speak with the school principal.

Last updated: 12/15/2016

Career Technical Education Participation (School Year 2015-16)

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: 12/15/2016

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.9%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	40.8%

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.1%	25.7%	34.2%

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: 8/18/2017

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 2016-17)

The Willow Glen Middle and High School Foundation, Performing Arts Boosters, Willow Glen Athletic Boosters, and Manos Unidas Latino Parent Club are vital to the Willow Glen High School climate. Parent-group traditions include the annual Welcome Breakfast for staff in August, the Senior Breakfast in June, the bi-annual Career Faire, as well as annual fund-raising events such as the Foundation Wine Tasting, and Performing Arts Boosters Crab Feed. Parent organizations are a vital and involved part of the Willow Glen High school community culture. Our parent organizations contribute tens of thousands of dollars annually, all of which go directly to supporting our academic and extracurricular programs. In addition, our parent organization members volunteer countless throughout each year to add additional support to our programs and services, especially in athletics and in the performing arts. The Willow Glen High School parent community is a phenomenal asset to the positive culture and continued growth of the school.

State Priority: Pupil Engagement

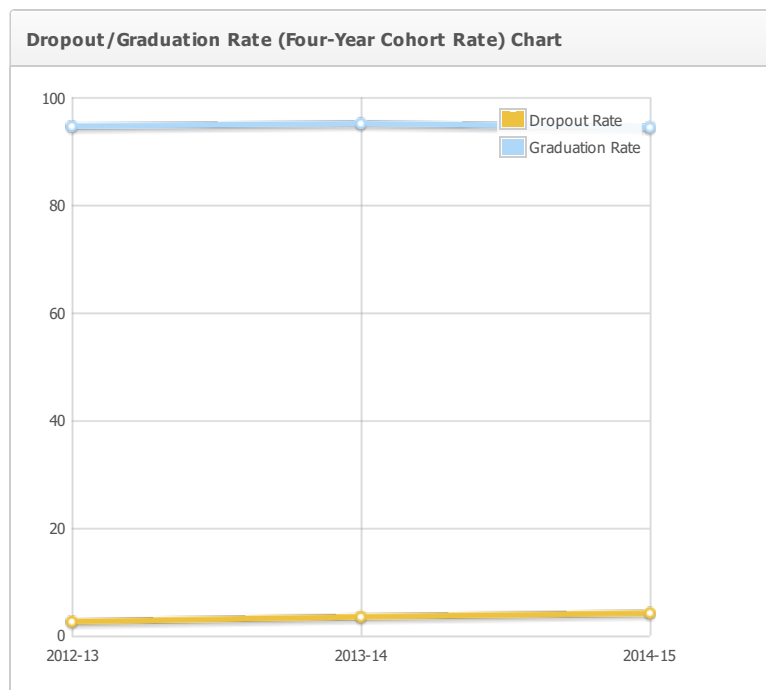
Last updated: 12/19/2016

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.6%	3.5%	4.2%	9.0%	7.1%	7.7%	11.4%	11.5%	10.7%
Graduation Rate	94.60	95.10	94.40				80.44	80.95	82.27



Last updated: 1/31/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

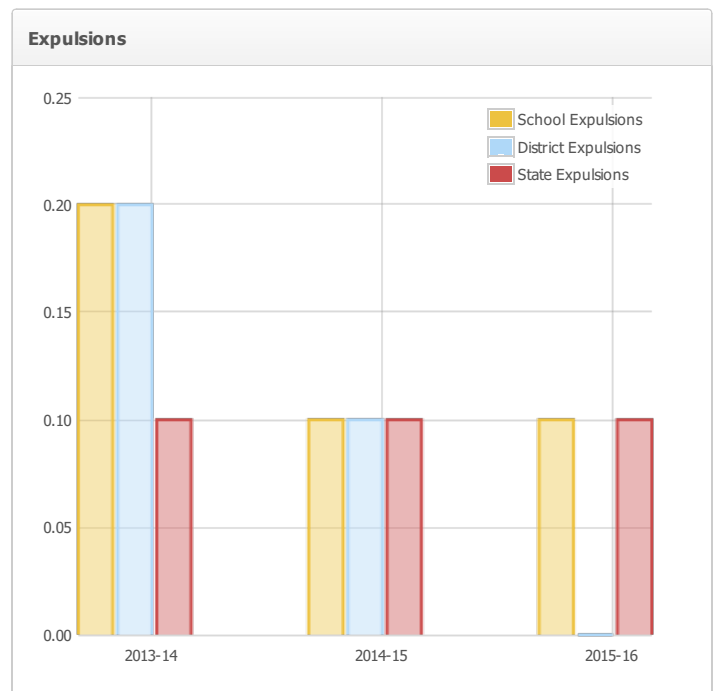
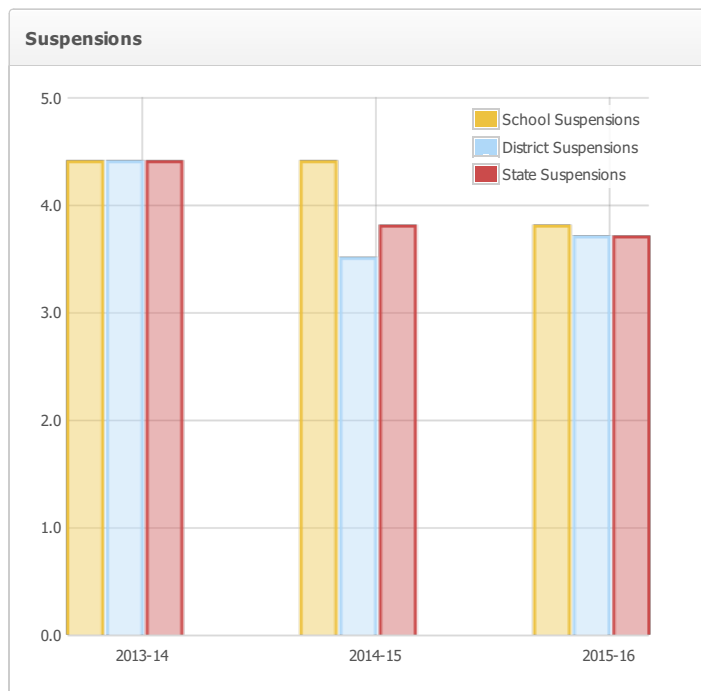
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.4	4.4	3.8	4.4	3.5	3.7	4.4	3.8	3.7
Expulsions	0.2	0.1	0.1	0.2	0.1	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

Date safety plan updated: 8/15/16

Date safety plan last reviewed with staff: 8/15/16

Code Red Training: 8/15/16

The Willow Glen High School staff and community value the safety of our students and work hard to ensure that the Willow Glen campus is a safe and nurturing environment, both physically and emotionally for all students. Safety and positive learning climate resources include individual and group-counseling services, off-duty San Jose police on campus daily, district trained campus supervisors, and student workshops such as Breaking Down the Walls. Interventions for struggling students are implemented by Student Study Teams (COST, SST). The school Safety Plan is updated, discussed and reviewed by faculty annually and approved by the School Site Council. The Safety Plan was a component of a focus group for WASC accreditation, as well as the Continuous Improvement Plan that is reviewed and updated annually. Willow Glen has a variety of community-based organizations that support school programs; The Parent Club, Athletic Boosters, Performing Arts Boosters, and the Willow Glen Foundation.

Last updated: 12/19/2016

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 2016-17)

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	17
Percent of Schools Currently in Program Improvement	N/A	94.4%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	28.0	8	28	16	27.0	9	35	13	28.0	9	28	19
Mathematics	29.0	9	28	17	28.0	15	28	16	30.0	4	32	23
Science	30.0	3	26	15	27.0	8	29	8	27.0	10	23	12
Social Science	30.0	4	36	14	29.0	5	32	18	31.0	3	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.

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	566.0
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	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist (non-teaching)	1.2	N/A
Other	1.3	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: 1/11/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10225.0	\$2749.0	\$7476.0	\$69750.0
District	N/A	N/A	\$11261.0	\$70979.0
Percent Difference – School Site and District	--	--	-12.5%	1.4%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	31.7%	-9.6%

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

Last updated: 1/6/2017

Types of Services Funded (Fiscal Year 2015-16)

Willow Glen high school has access to a variety of funding sources that support students with special needs or challenges. Students identified with handicapping conditions are enrolled in special education classes to support their needs.

Special Education: Our special education students attend general education classes to the greatest degree possible to provide access to the least restrictive environment for their access to learning. Willow Glen High School has a wide range of Special Education support classes, SDC Severely Handicapped, SDC Severe Autism, SDC Moderately Handicapped and RSP Mild Handicap classes. RSP students are fully included in the general education classrooms with Guided Studies support.

Low SES: Thirty-seven percent of the students at Willow Glen High School are from low-income (Low Socio-Economic Status) families. The unique needs of these students are addressed through the awareness and supports provided by state funding formulas. Students are given the opportunity to participate in after school programs to strengthen skills and maintain their graduation status. They are given financial support for college entrance tests and university applications. Students in Advanced Placement classes are given financial help with the testing costs.

Gifted and Talented Students: Willow Glen High school offers a full array of Accelerated, Honors and Advanced Placement classes in all core subject areas beginning at the freshman level. The College and Career Center and academic counselors work with students to identify their areas of interest and talent and support them during the registration process to select the classes that best align with their interest and goals. The school offers "boot camps" for AP and Honors students who sign up for advanced classes to give a boost with summer work and the skills necessary to achieve in the more rigorous curriculum of Honors and Advanced Placement.

At-risk Students: The Student Assistance Resource Team (START) meets on a weekly basis with the members of the school staff responsible for student services. Facilitated by an Assistant Principal, this group monitors intervention and support plans for students identified by staff and parents as needing additional academic, emotional or attendance support. The school holds Coordination of Student Services (COST) meetings to allow parent-student-teacher-administrator teams to address the needs of students who are struggling academically. A team of tenth grade teachers has developed an intensive, two-week test preparation course focused on the CAHSEE in which every student must pass before they graduate. Seniors who have not passed the CAHSEE are offered a six-hour session prior to each test administration, as well as being offered a twenty-five hour Saturday or after-school Academy to help them access the skills needed to pass the test. Students who are off track for graduation have access to counseling services and alternative programs to help them achieve a high school diploma. All parents are encouraged to track their child's progress by using the district supported Parent Internet Viewer to access their student's daily grades, attendance, and transcript on line.

English Language Learners: Willow Glen High School offers double period English support for English Language Learners who do not have enough English to access the general education classes. There are Algebra and biology classes taught in English by primary Spanish speaking teachers in order to offer access to the general education class, but have the ability to explain or go in depth in Spanish. English Language tutoring services are offered after school three days a week to support these students with all of their subjects and to provide academic counseling for them.

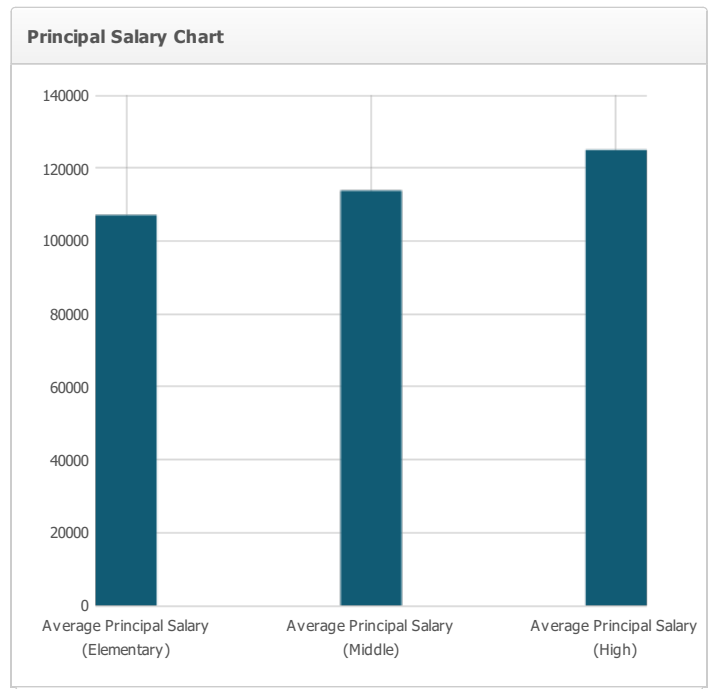
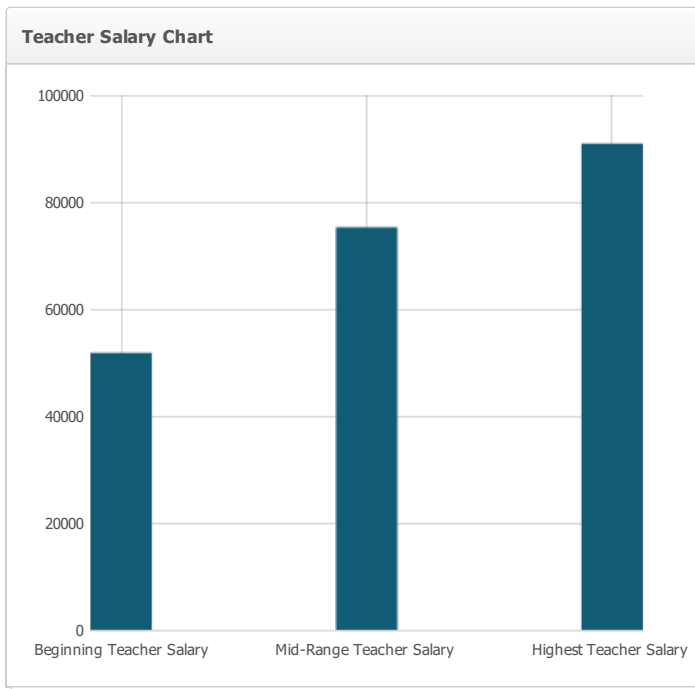
After School Programs: Willow Glen has a long and illustrious history in high school sports. Each sport completed by an athlete offers five PE or elective credits, up to fifteen credits per year. Football, swimming and track are "no cut" sports that welcome all students who meet the 2.0 GPA standard for participation in high school sports. On-line credit recovery classes are offered after school each semester for those students who need to make up classes for graduation.

Last updated: 12/19/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,804	\$45,092
Mid-Range Teacher Salary	\$75,277	\$71,627
Highest Teacher Salary	\$90,927	\$93,288
Average Principal Salary (Elementary)	\$107,108	\$115,631
Average Principal Salary (Middle)	\$113,822	\$120,915
Average Principal Salary (High)	\$124,980	\$132,029
Superintendent Salary	\$243,000	\$249,537
Percent of Budget for Teacher Salaries	35.0%	37.0%
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/>.



Last updated: 1/31/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	7	N/A
Fine and Performing Arts	0	N/A
Foreign Language	5	N/A
Mathematics	6	N/A
Science	7	N/A
Social Science	11	N/A
All Courses	38	28.0%

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

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

Last updated: 1/25/2017

Professional Development

The focus of our professional development has been to align our instructional strategies with the SJUSD Instructional Framework that includes Common Core State Standards, Explicit Direct Instruction (EDI), and Constructing Meaning. With the adoption of the Common Core State Standards (CCSS), the EDI approach to teaching aligns with the rigors of CCSS. The EDI collection of research-based strategies includes 75% of the shifts for Common Core, such as text-based lessons, text-based answers, academic and content vocabulary, strong concepts as well as skills, and real-world connections. The entire Willow Glen instructional staff has been trained in EDI and new teachers are provided the training before the school year begins.

Much of the instructional staff's professional development has been on integrating technology, developing lessons, and lesson design using EDI. Teachers are trained to include more expository text, more application problems, Common Core-based learning objectives, and Access Common Core questions that utilize the new types of assessments. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content-area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning.

Willow Glen teachers and administrators gather school-wide data and design the year's professional days and ongoing professional development activities. Individual teachers are also encouraged to pursue specialized interests. For example, Advanced Placement teachers participate in College Board training workshops for their subject areas while other teachers attend conferences or workshops to enrich their knowledge of their core subject area. Every effort is made to honor all requests for enrichment opportunities. All staff, department and course alike meetings focus on the sharing of Best Practices and instructional strategies.

Administrators attend monthly District meetings with a professional development component. Classified staff participates in separate District workshops as well as some staff in service opportunities.

All San Jose Unified teachers are provided with a laptop computer and are strongly encouraged to participate in classes for the implementation of technology in the classroom. Teachers meet monthly in course-alike or department groups to develop curriculum and assessments to support the schools transition to the common core standards and align content taught in each core class to ensure that every student is receiving the same high quality education. Willow Glen High School teachers and administration are working diligently to reinvent what high school looks like for the twenty first century student. Together we hope to create a plan that will provide students with the twenty first century skills necessary to navigate the complex and exciting world they will encounter when they graduate from high school. Every Willow Glen High School student, despite their origins or income level, will be inspired and prepared to succeed in a global society.

Last updated: 12/19/2016