

## Willow Glen Middle

# 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.



### Mr. Paul Slayton, Principal

Principal, Willow Glen Middle

#### About Our School

Willow Glen Middle School continues to be a unique learning community which focuses on engaging students with intellectually challenging academics as well as with athletics, the arts, and multiple service opportunities. We empower our students to discover and develop new talents and skills. Our staff is dedicated to providing meaningful learning experiences that allow for academic success while fostering self-esteem. Willow Glen continues to implement PBIS (Positive Behavior and Intervention Support), which concentrates on positive student behavior and interactions. In addition, student recognition is an essential part of promoting success. We have aligned our PBIS with the Ram Way, which compliments our emphasis on academic excellence by focusing on strong character development and life skills: Respecting all, achieving our best, and making responsible choices. Students are recognized throughout the year by receiving "Ram Way" tickets for random acts of demonstrating respect, working hard, and making good decisions both in the classroom and around campus. Our after school activities include the YMCA program, which provides students with enrichment, physical activity and homework support for a total of three hours a day, five days a week. Among the activities offered after school is an array of "Clubs" which expose students to new experiences. We strive to keep students connected and engaged in different programs with the ultimate goal that they will be successful socially and academically. In an effort to maintain clear and consistent communication with parents and community members, Willow Glen gives each student a "Homework Planner" to keep track of assignments, activities and events, a Parent Link phone call is made weekly by the Principal outlining current events and activities, and the school website is updated with the most current school information. We pride ourselves on taking the trust our parents extend to us seriously!

Please visit our website at [www.sjUSD.org/school/willow\\_glen](http://www.sjUSD.org/school/willow_glen)

#### Principal's Comment

Paul Slayton, Principal 2014-15

#### Contact

Willow Glen Middle  
2105 Cottle Ave.  
San Jose, CA 95125-3504

Phone: 408-535-6000  
E-mail: [pslayton@sjusd.org](mailto:pslayton@sjusd.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 Albarrán
<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 Middle
<b>Street</b>	2105 Cottle Ave.
<b>City, State, Zip</b>	San Jose, Ca, 95125-3504
<b>Phone Number</b>	408-535-6000
<b>Principal</b>	Mr. Paul Slayton, Principal
<b>E-mail Address</b>	<a href="mailto:pslayton@sjusd.org">pslayton@sjusd.org</a>
<b>County-District-School (CDS) Code</b>	43696666060107

*Last updated: 1/17/2019*

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

#### Our vision

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

#### Our mission

Uniting as one community, we elevate opportunities for all.

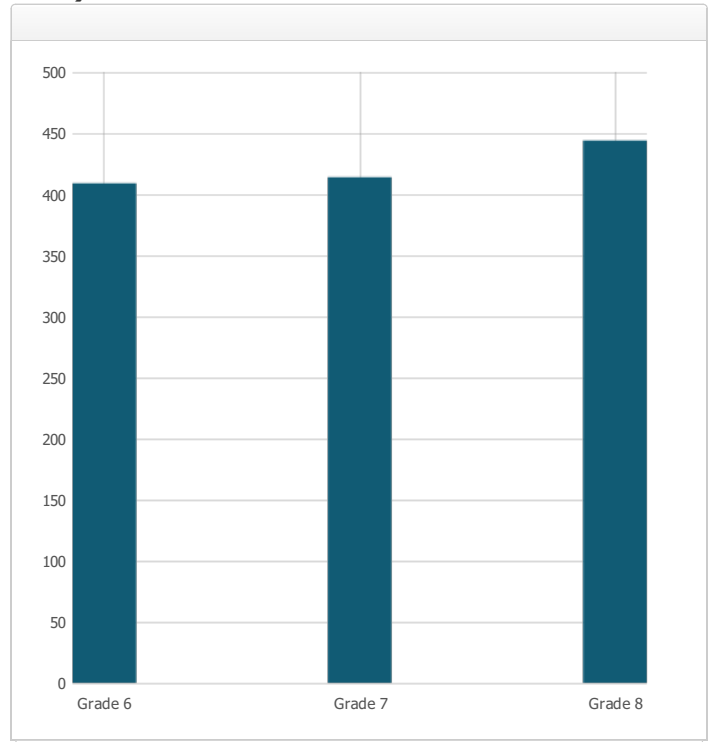
#### Formerly Edwin Markham Middle School

Willow Glen Middle School, built in 1950, was formerly called Edwin Markham Middle School, named after poet Edwin Markham (1852-1940). Markham taught literature in El Dorado County until 1879, when he became Education Superintendent of the County. Markham attended an early college in Vacaville, CA, where he studied literature, and eventually completed his classical courses in 1873 in Santa Rosa, CA. At the time of his death, he'd amassed a huge personal library of 15,000+ volumes. Edwin's correspondents included Franklin D. Roosevelt, Ambrose Bierce, Jack London, Carl Sandburg and Amy Lowell. Five schools in California were named in honor of Edwin Markham, one of which was our middle school.

*Last updated: 12/13/2018*

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

Grade Level	Number of Students
Grade 6	409
Grade 7	414
Grade 8	444
Total Enrollment	1267



Last updated: 1/17/2019

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

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	0.2 %
Asian	4.2 %
Filipino	1.4 %
Hispanic or Latino	47.9 %
Native Hawaiian or Pacific Islander	0.2 %
White	36.1 %
Two or More Races	6.8 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.0 %
English Learners	13.8 %
Students with Disabilities	11.3 %
Foster Youth	0.2 %

## A. Conditions of Learning

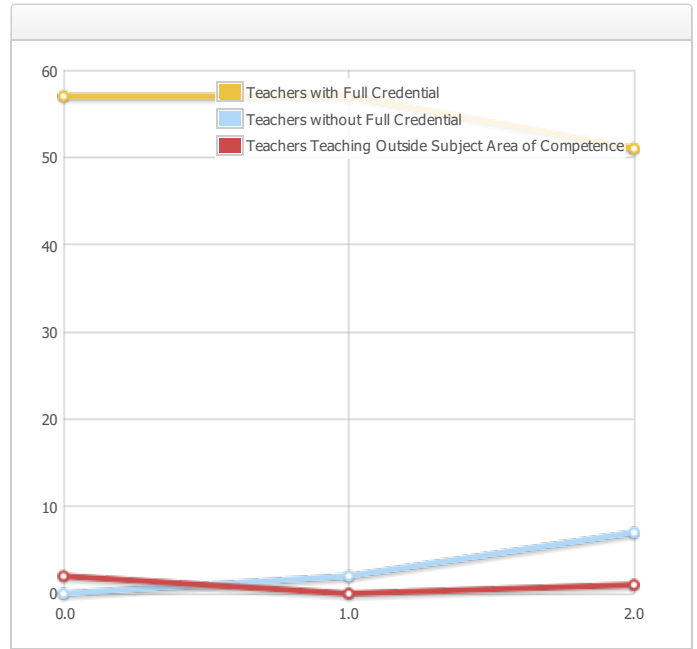
### State Priority: Basic

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

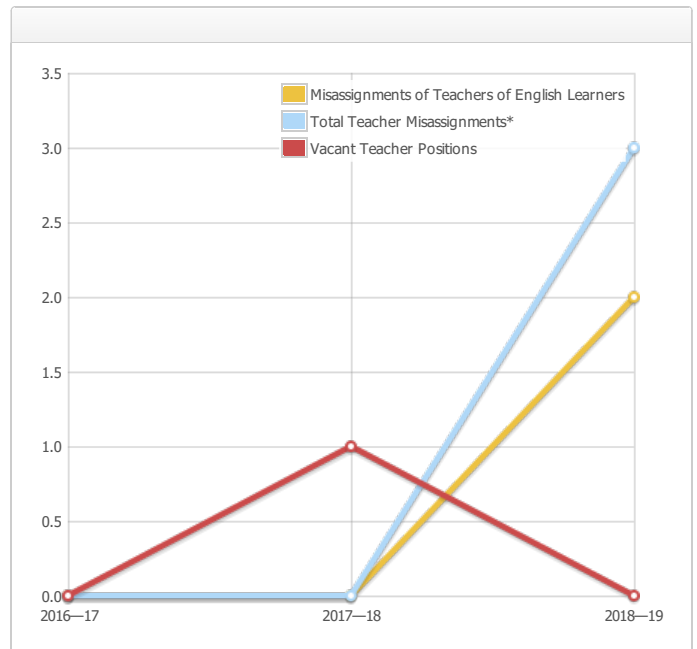
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	57	57	51	1368
Without Full Credential	0	2	7	70
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	1	1298



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	2
Total Teacher Misassignments*	0	0	3
Vacant Teacher Positions	0	1	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>LANGUAGE ARTS</b></p> <p style="text-align: center;">Grades 6,7,8 Springboard ELA</p> <p>Grades 6,7,8 <b>ELD</b>: National Geographic/Cengage Learning: Inside</p> <p style="text-align: center;"><b>READING INTERVENTION &amp; ACADEMIC LANGUAGE AND SKILLS</b></p> <p style="text-align: center;">SpringBoard ELD Companion</p> <p style="text-align: center;"><b>MIDDLE GRADE CORE NOVELS</b></p> <p style="text-align: center;">Sixth Grade - <i>Walk Two Moons</i>, Sharon Creech</p> <p style="text-align: center;">Seventh Grade - <i>Tangerine</i>, Edward Bloor</p> <p style="text-align: center;">Eight Grade - <i>Giver</i>, Lowis Lowry, <i>Fahrenheit 451</i>, Ray Bradbury</p>	Yes	0.0 %
Mathematics	<p style="text-align: center;"><b>MATHEMATICS</b></p> <p style="text-align: center;">Grade 6 <i>Springboard</i> (Course I)</p> <p style="text-align: center;">Grade 7 <i>Springboard</i> (Course II)</p> <p style="text-align: center;">Grade 8 <i>Springboard</i> (Course III)</p> <p style="text-align: center;">Grade 8 <i>Springboard</i> (Algebra I)</p>	Yes	0.0 %
Science	<p style="text-align: center;"><b>SCIENCE</b></p> <p style="text-align: center;">Grade 6 Glencoe/McGraw-Hill: <i>Focus on Earth Science</i></p> <p style="text-align: center;">Grade 7 Glencoe/McGraw-Hill <i>Focus on Life Science</i></p> <p style="text-align: center;">Grade 8 Glencoe/McGraw Hill <i>Focus on Physical Science</i></p>	Yes	0.0 %
History-Social Science	<p style="text-align: center;"><b>SOCIAL STUDIES</b></p> <p style="text-align: center;">Grade 6 Glencoe/McGraw-Hill: <i>Ancient Civilizations</i></p> <p style="text-align: center;">Grade 7 Glencoe/McGraw-Hill: <i>Medieval and Early Modern Times</i></p> <p style="text-align: center;">Grade 8 McDougal Littell: <i>Creating America A History of the United States</i></p>	Yes	0.0 %
Foreign Language			0.0 %
Health			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: 1/10/2019

## School Facility Conditions and Planned Improvements

### Facilities

Willow Glen Middle School celebrated its 50th anniversary during the 2000-01 school year. During 1999-2000, the school was completely renovated. All classrooms and offices now have new heating/air conditioning units, new floors, ADA upgrades, interior and exterior paint, electrical and technology upgrades, new roofs and ceilings as needed, and new furniture. New track and fields were installed during the summer of 2005. Renovation of P.E. locker rooms, changing rooms and P.E. offices took place during 2006. Replacement of all school windows and doors took place during 2007. In 2008-09, WGMS received solar panels as part of the district Chevron Solar Energy project. During the summer of 2009, the entire school was painted and the science wing received a remodel. We continue to manage excellent facilities upgrades and Capital Improvement, seeking to maintain classroom environments that enable our teachers to be at their best.

*Last updated: 12/13/2018*

## 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
----------------	-----------

*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)	53.0%	60.0%	53.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	42.0%	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	1258	1239	98.49%	60.37%
Male	631	619	98.10%	55.57%
Female	627	620	98.88%	65.16%
Black or African American	34	31	91.18%	58.06%
American Indian or Alaska Native	--	--	--	
Asian	54	53	98.15%	83.02%
Filipino	17	17	100.00%	76.47%
Hispanic or Latino	592	583	98.48%	42.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	458	453	98.91%	76.38%
Two or More Races	87	86	98.85%	81.40%
Socioeconomically Disadvantaged	504	493	97.82%	37.53%
English Learners	289	283	97.92%	30.04%
Students with Disabilities	120	117	97.50%	14.53%
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	1256	1241	98.81%	42.22%
Male	630	621	98.57%	44.12%
Female	626	620	99.04%	40.32%
Black or African American	34	31	91.18%	32.26%
American Indian or Alaska Native	--	--	--	
Asian	54	53	98.15%	69.81%
Filipino	16	16	100.00%	75.00%
Hispanic or Latino	591	586	99.15%	21.50%
Native Hawaiian or Pacific Islander	--	--	--	
White	458	453	98.91%	61.59%
Two or More Races	87	86	98.85%	62.79%
Socioeconomically Disadvantaged	503	497	98.81%	17.51%
English Learners	288	285	98.96%	16.14%
Students with Disabilities	120	118	98.33%	--
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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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)

N/A
-----

*Last updated: 12/14/2018*

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*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	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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
7	22.0%	23.5%	24.8%

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)

#### Parent Resources

San José Unified is an open-minded partner, committed to establishing a positive, collaborative relationship with every family. We're proud to provide unique opportunities and resources for families to engage with and participate in elevating opportunities for your students.

Our "Parent Portal" is the best way to stay informed about all aspects of your child's education. Call the main office at (409) 535-6277 for help logging in!

#### PTA

Your Willow Glen Middle School PTA brings parents, teachers, and staff together to enhance the quality of education for our students. Our partnership with WGMS enriches the school day for the kids as we encourage a welcoming, safe and fun place of learning.

PTA supplements school funding providing valuable enrichment programs. We have proudly represented WGMS in amazing ways! Parent support of PTA has helped fund technology, field study trips, incentive programs for academic success, classroom supplies, science lab supplies, and teacher grants to purchase materials for classroom learning. We provide supplies and basic necessities to students in need promoting PTA's goal of success for all students. In addition to the classroom, PTA supports student activities and fun all with the help of our indispensable parent volunteers.

#### WG Education Foundation

##### *Who We Are*

The Willow Glen Middle School and High School Foundation was formed in July, 2000, to ensure high quality academic and elective programs in the face of technological, social, and economic challenges. The private, non-profit foundation was founded through the cooperative efforts of local parents, faculty, alumni, and public officials and focuses solely on the advancement of academic and cultural programs.

The Foundation is a 501(c)3, non-profit organization committed to making our neighborhood schools, Willow Glen Middle & High, the best they can be. (Non-profit tax I.D. #46-2106211)

We are parents, community members and educators who care passionately about public school education. We raise money through membership and community events and spend it on academic and cultural initiatives.

In addition, the Foundation is the face for our neighborhood schools, championing their strengths and benefits.

#### Performing Arts Boosters

The Performing Arts Boosters of Willow Glen Middle and High Schools has experienced wonderful growth over the past few years. We now serve over 500 students in band, choir, dance and theater. We are looking for more dedicated parents to join our team! [Click here to access the Performing Arts Boosters website.](#)

We are a group of parents, teachers, alumni and community members who believe that the performing arts are an essential part of public education. We advocate, provide volunteer support, and raise funds to ensure that thriving performing arts programs continue at Willow Glen Middle School and Willow Glen High.

#### School Site Council

The School Site Council (SSC) is a decision-making group composed of parents, community representatives, and school staff that share the Page 10 of 19

A School Site Council is required of all schools receiving school improvement funds designed to provide increased parent involvement, understanding and improvement of the school's educational program.

The responsibilities of the School Site Council are to advise and participate in:

- \* *Reviewing with the principal, staff, and students the implementation of the SIP program and it's effectiveness.*
- \* *Annually reviewing the plan, establishing a new SIP budget, and making modifications to the plan if necessary.*

Willow Glen Middle's School Site Council is looking for more parents and students who would like to serve on the council. Meetings are held monthly in the faculty lounge.

For more information about School Site Council, contact Principal Paul Slayton, at 408-535-6277 or [pslayton@sjusd.org](mailto:pslayton@sjusd.org).

# State Priority: Pupil Engagement

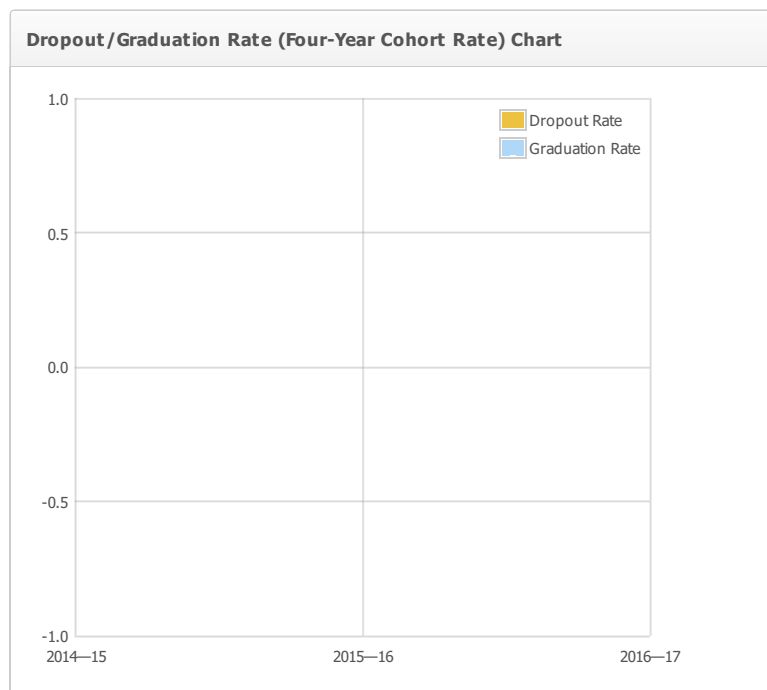
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	--	--	7.7%	6.4%	10.7%	9.7%
Graduation Rate	--	--	85.4%	87.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.2%	9.1%
Graduation Rate	--	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	--	--	--
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	--	--	--



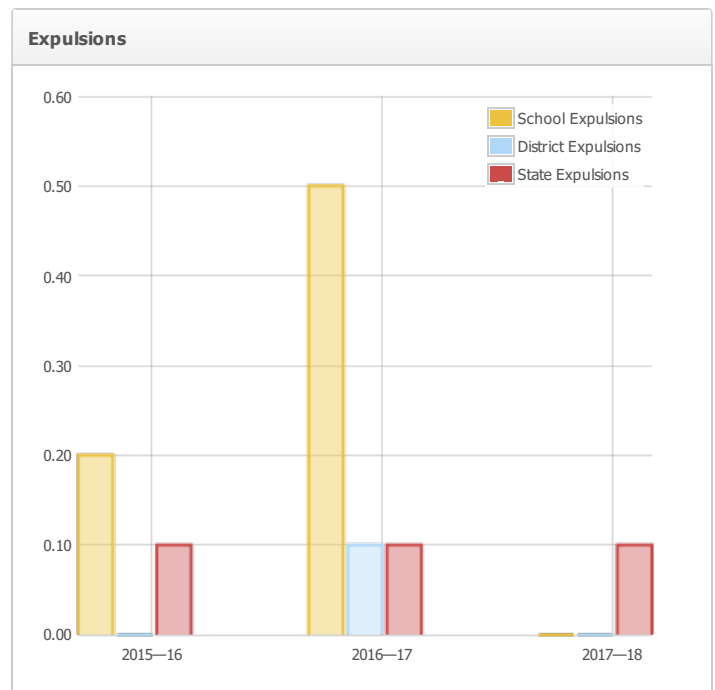
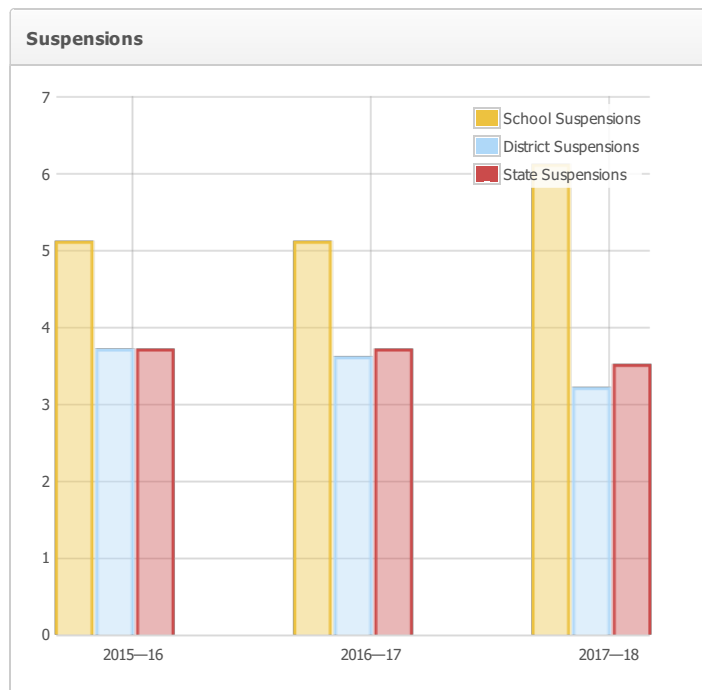
# State Priority: School Climate

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

	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	5.1%	5.1%	6.1%	3.7%	3.6%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.5%	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)

Our school safety plan has undergone a major revision as we've worked with local service providers to streamline evacuations, response to emergencies and responses to critical incidents in the neighborhood. Drills include preparedness for earthquakes, bomb threats, campus threats, etc.

We're obviously a little hesitant to share specifics in a public forum, but if you have questions we'll do our best! Call the main office to speak with Assistant Principal Lindsey Beall.

Last updated: 12/13/2018

## 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	28.0	7	75	19
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	27.0	13	56	18
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	26.0	15	66	10
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)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	14	20	5
Mathematics	25.0	9	20	3
Science	29.0	2	18	6
Social Science	24.0	10	22	1

\* 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)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	15	25	3
Mathematics	24.0	8	24	3
Science	29.0	1	22	7
Social Science	22.0	12	24	1

\* 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)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	13	22	5
Mathematics	27.0	8	14	11
Science	30.0	1	20	6
Social Science	25.0	8	26	

\* 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)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	408.0
Counselor (Social/Behavioral or Career Development)	1.6	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	0.1	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1.2	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)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11796.9	\$2961.2	\$8835.7	\$76882.0
District	N/A	N/A	\$8863.8	\$75422.0
Percent Difference – School Site and District	N/A	N/A	-0.3%	1.7%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	24.0%	-4.8%

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

Last updated: 12/11/2018

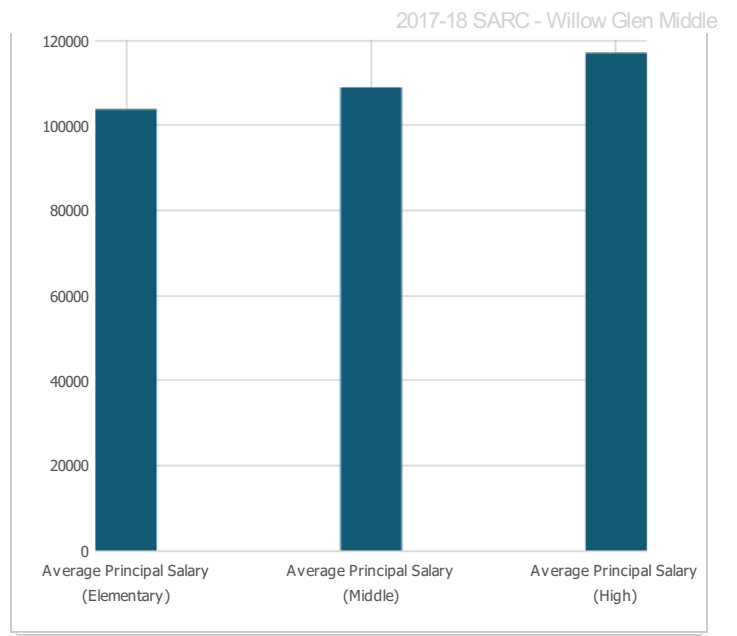
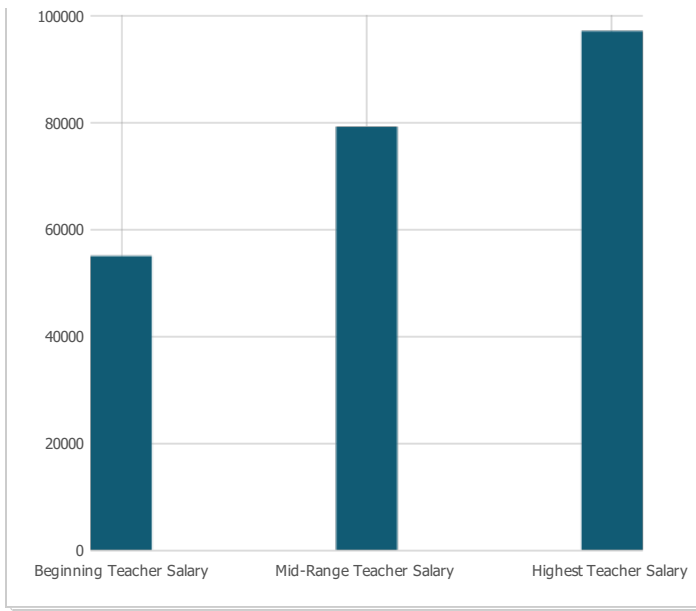
**Teacher and Administrative Salaries (Fiscal Year 2016—17)**

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	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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**

Teachers and administrators at our school are scheduled to participate in three full staff development days per year, contingent on state budget issues. Willow Glen Middle School will provide staff/professional development around Explicit Direct Instruction, Student Engagement, Positive Behavior Intervention Systems, and Common Core State Standards for all staff members. The staff will participate in weekly sessions throughout the year, alongside of classroom coaching and curriculum development.

Over the past four years, WGMS teachers have received training in the following: Understanding by Design, backward mapping lesson planning; and ELD training in addition to training in support of PBIS. WGMS teachers were given opportunities throughout the year to revisit their training through monthly Departmental and Grade Level meetings. All teacher trainings are research based and are aligned with the State and District Learning Standards. Trainings are also correlated with the teacher evaluation instrument to ensure that teachers are trained to meet District expectations. All new teachers attend training to keep pace with the existing faculty. Teachers are given student performance data to study. Departments collaborate on lesson planning, standard delivery, intervention, and unit planning.

Teachers have also participated in a "Cycle Visit" process where each is responsible for conducting three visits to a colleagues classroom per school year and for engaging in a guided reflection process based on what they observe. This reflective process is intended to accomplish two things: 1) visited teachers should receive critical feedback from colleagues about strengths and areas of growth in current instructional practice 2) visiting teachers should, as they see another environment, find strategies and instructional moves different than their own, ideally drawing out a method or move that may work in their own classroom.

In the 2018-19 school year, teachers have helped to institute InterCurricular Teams whereby teams of teachers aligned by a "student day" rather than in like-departments view data, disciplinary procedures and trends, State testing protocols, and collaboration strategies. ICT teams meet every three weeks throughout the year at multiple areas around campus.

*Last updated: 12/13/2018*