

## Willow Glen Middle

### 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. Paul Slayton, Principal

Principal, Willow Glen Middle

### About Our School

Willow Glen Middle School is a unique learning community which focuses on engaging students with intellectually challenging academics as well as athletics, the arts, and 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 is currently implementing 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, and the school website is updated with the most current school information. Please visit our website at [www.sjUSD.org/school/willow\\_glen](http://www.sjUSD.org/school/willow_glen)

### 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 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	San Jose Unified
<b>Phone Number</b>	(408) 535-6090
<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 2016-17)	
<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>Web Site</b>	<a href="http://www.sjusd.org/willow-glen-middle/">http://www.sjusd.org/willow-glen-middle/</a>
<b>County-District-School (CDS) Code</b>	43696666060107

*Last updated: 1/31/2017*

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

**Vision:** All San Jose Unified School District students are inspired and prepared to succeed in a global society.

**Mission Statement:**

San Jose Unified School District's mission is to eliminate the opportunity gap and provide every student with the finest 21st century education. Willow Glen Middle School uses data driven instruction to provide an enriching academic experience. Students take courses such as Pre Algebra, Algebra 1, Geometry,

Algebra 2, Leadership, Introductory French and Spanish, High School Equivalent Spanish 1-2 and 3-4, Native Speaker Spanish 1-2 and 3-4, French 1-2 and 3-4, Choir and Concert Choir, Beginning, Intermediate Band, and Jazz Band, Speech and Debate, year long science in 6th, 7th, and 8th grades, and Art and Digital Media. Teachers collaborate weekly to share best practices and discuss teaching strategies.

Athletically, we participate in Soccer, Softball, Volleyball, Basketball, Track, and Cross Country. Students participate in a wide array of clubs: Wyld Life, COW (Changing Our World), Cheerleading, Drama, Garden Club, Leadership, Math Club, ASB (Student Council), Robotics, and Yearbook/Journalism.

Learning at Willow Glen Middle continues outside of the academic day: Students travel to France and Spain as well as Washington, D.C. to experience history and culture.

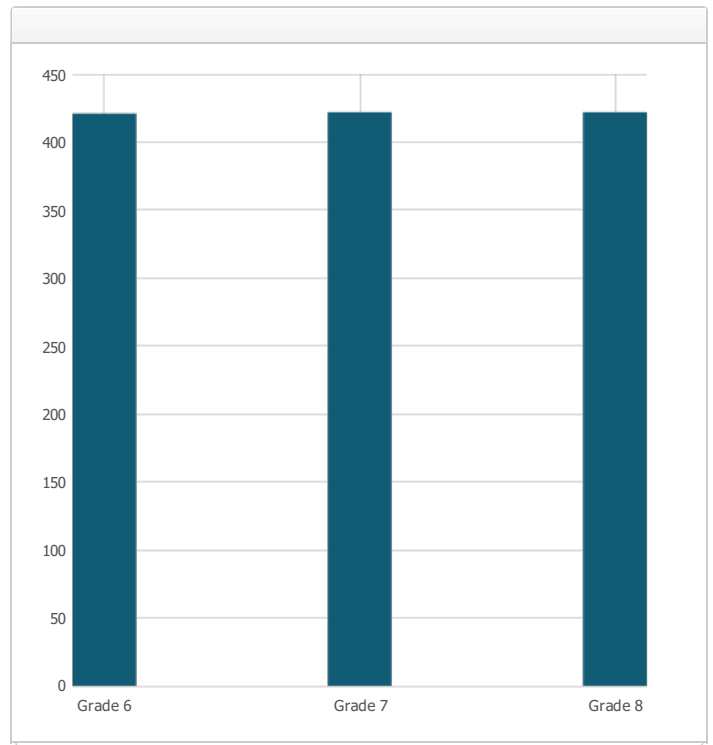
We value our parents' involvement in their children's' education and are fortunate to have strong parent participation starting with our active PTA, Willow Glen Foundation, Performing Arts Booster and Athletic Boosters.

Willow Glen Middle strives to continually improve and expects to be a high performing school! Staff continues to investigate research-based strategies to enhance educational opportunities for all students.

*Last updated: 12/2/2016*

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

Grade Level	Number of Students
Grade 6	421
Grade 7	422
Grade 8	422
<b>Total Enrollment</b>	<b>1265</b>



Last updated: 1/31/2017

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

Student Group	Percent of Total Enrollment
Black or African American	3.5 %
American Indian or Alaska Native	0.6 %
Asian	6.2 %
Filipino	1.7 %
Hispanic or Latino	46.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	37.2 %
Two or More Races	1.5 %
Other	2.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.9 %
English Learners	13.0 %
Students with Disabilities	10.8 %
Foster Youth	0.2 %

Last updated: 1/31/2017

## A. Conditions of Learning

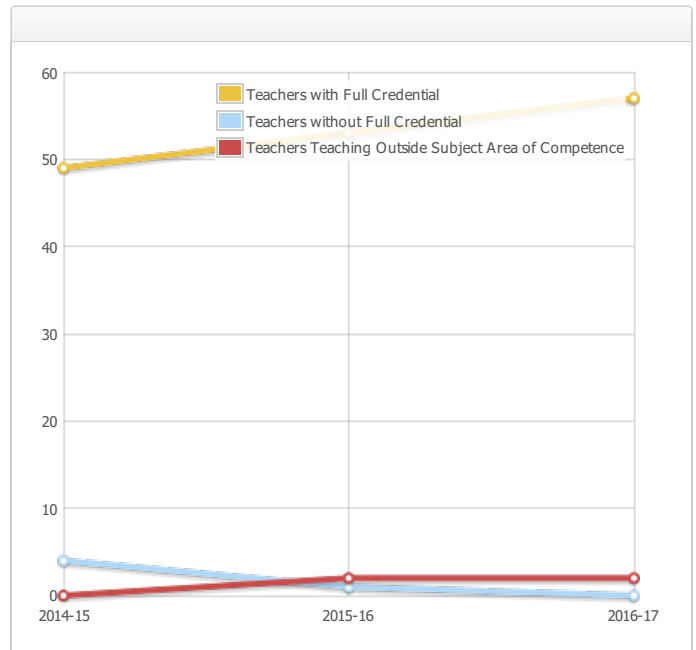
### State Priority: Basic

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

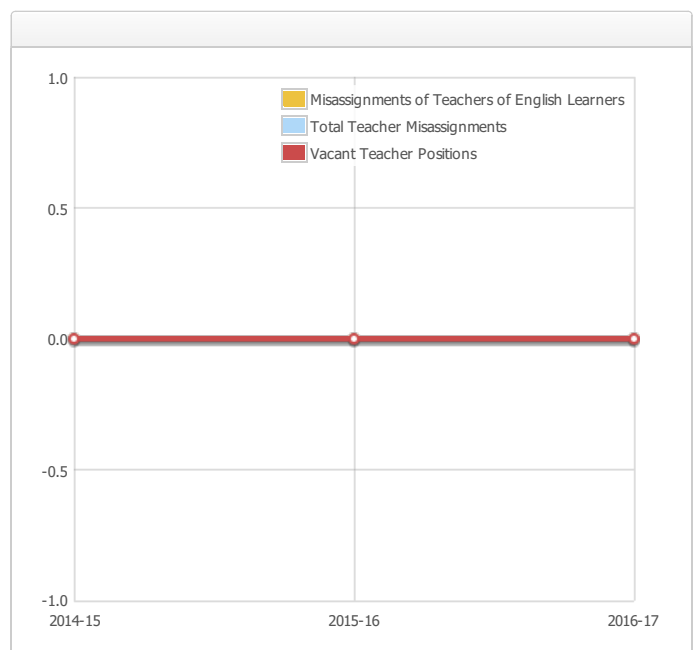
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	49	53	57	1460
Without Full Credential	4	1	0	35
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	2	23



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	78.0%	22.0%
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: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Materials List: <a href="https://sjusd.box.com/v/curriculum2016-2017">https://sjusd.box.com/v/curriculum2016-2017</a>	Yes	0.0 %
Mathematics	-	Yes	0.0 %
Science	-	Yes	0.0 %
History-Social Science	-	Yes	0.0 %
Foreign Language	-	Yes	0.0 %
Health	-	Yes	0.0 %
Visual and Performing Arts	-	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 12/12/2016*

## School Facility Conditions and Planned Improvements

Built in 1950, 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 PE locker rooms, changing rooms and PE offices took place during 2006. Replacement of all school windows and doors took place during 2007. During the 2008-2009 school year, Willow Glen Middle School was part of the Chevron Solar Energy project. During the summer of 2009, the school underwent construction, which included a complete remodel of the A-wing science classrooms, updating of the office and the art classes, and repainting of the school.

As we move forward with Measure H funds and expenditures, the School Site Council plans to improve the Theater facility, student seating for lunch times, trees and landscaping, and a remodel of our Library/Media Center.

*Last updated: 12/2/2016*

## 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	Several areas need paint work. Hole on walls need to be repaired. Several rooms have cracked floor tiles. Several ceiling tiles need to be replaced due to water damage.  Work order # 255900-255904 placed with Maintenance for painting and carpetry work.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 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)	53.0%	55.0%	51.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	38.0%	39.0%	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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	416	415	99.8%	58.3%
Male	199	199	100.0%	53.3%
Female	217	216	99.5%	63.0%
Black or African American	12	11	91.7%	63.6%
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	77.8%
Filipino	--	--	--	--
Hispanic or Latino	198	198	100.0%	39.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	155	100.0%	78.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	169	168	99.4%	37.5%
English Learners	55	55	100.0%	3.6%
Students with Disabilities	47	47	100.0%	21.3%
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 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	414	410	99.0%	52.0%
Male	208	205	98.6%	42.0%
Female	206	205	99.5%	62.0%
Black or African American	16	16	100.0%	31.3%
American Indian or Alaska Native	--	--	--	--
Asian	28	27	96.4%	74.1%
Filipino	--	--	--	--
Hispanic or Latino	185	184	99.5%	32.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	161	159	98.8%	73.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	151	99.3%	23.8%
English Learners	55	53	96.4%	--
Students with Disabilities	50	50	100.0%	8.0%
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.

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 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	416	412	99.0%	53.6%
Male	216	214	99.1%	47.2%
Female	200	198	99.0%	60.6%
Black or African American	16	16	100.0%	37.5%
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.0%	87.1%
Filipino	--	--	--	--
Hispanic or Latino	195	191	98.0%	34.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	152	100.0%	71.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	184	180	97.8%	31.7%
English Learners	45	42	93.3%	2.4%
Students with Disabilities	40	40	100.0%	2.5%
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 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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*

**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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	416	415	99.8%	41.5%
Male	199	199	100.0%	43.2%
Female	217	216	99.5%	39.8%
Black or African American	12	11	91.7%	45.5%
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	72.2%
Filipino	--	--	--	--
Hispanic or Latino	198	198	100.0%	18.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	155	100.0%	63.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	169	168	99.4%	17.3%
English Learners	55	55	100.0%	3.6%
Students with Disabilities	47	47	100.0%	8.5%
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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	414	410	99.0%	38.1%
Male	208	205	98.6%	34.2%
Female	206	205	99.5%	42.0%
Black or African American	16	16	100.0%	25.0%
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.0%	71.4%
Filipino	--	--	--	--
Hispanic or Latino	185	184	99.5%	20.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	161	159	98.8%	52.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	152	100.0%	15.8%
English Learners	55	54	98.2%	3.7%
Students with Disabilities	50	50	100.0%	6.0%
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*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	416	412	99.0%	38.4%
Male	216	214	99.1%	36.5%
Female	200	198	99.0%	40.4%
Black or African American	16	16	100.0%	12.5%
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.0%	80.7%
Filipino	--	--	--	--
Hispanic or Latino	195	191	98.0%	15.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	152	100.0%	58.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	184	180	97.8%	16.1%
English Learners	45	42	93.3%	2.4%
Students with Disabilities	40	40	100.0%	--
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*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
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*

**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)	72.0%	69.0%	58.0%	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	416	404	97.1%	58.2%
Male	216	210	97.2%	59.5%
Female	200	194	97.0%	56.7%
Black or African American	16	16	100.0%	31.3%
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.0%	96.8%
Filipino	--	--	--	--
Hispanic or Latino	195	186	95.4%	37.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	152	149	98.0%	77.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	184	175	95.1%	38.3%
English Learners	45	39	86.7%	10.3%
Students with Disabilities	40	38	95.0%	15.8%
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)**

N/A

*Last updated: 12/5/2016***Career Technical Education Participation (School Year 2015-16)**

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

*Last updated: 12/5/2016***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	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# 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
7	17.0%	40.2%	16.8%

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: 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)

Parent involvement is considered a vital resource at WGMS. Research shows that it is important for middle school students to have their parents involved with the school. Willow Glen Middle School parents are involved in a variety of different ways: volunteering in the office and classrooms, assisting with after-school activities, supervising dances, supporting students in the classroom, working on campus during lunchtime, or decorating for graduation exercises. Parents are encouraged to join the Parent-Teacher Association, School Site Council, and/or the Site English Learner Advisory Committee. The PTA supports the school through volunteerism, campus beautification, and fundraising in order to supplement teacher resources.

We also have a strong Willow Glen Foundation, which raises approximately eighty thousand dollars for the high school and middle school. Last year the Willow Glen Foundation focused on technology and purchased numerous projectors for social studies teachers. Look for more information on their website, [willowglenfoundation.org](http://willowglenfoundation.org).

The Performing Arts Boosters supports our Band, Choir, and Drama programs. They provide much of the funding for us to contract with Starting Arts to bring a fall play and spring musical every school year. Past shows include The Wiz and Fame Jr. The PAB also fundraise to provide uniforms for band and choir, instruments for nearly 200 band members, and transportation costs to attend competitions throughout the county and in Anaheim. Full details about their program can be found at [wgfab.org](http://wgfab.org). The Athletic Boosters work throughout the year to provide uniforms, equipment and transportation for sports in our SJUSD leagues.

### State Priority: Pupil Engagement

*Last updated: 12/2/2016*

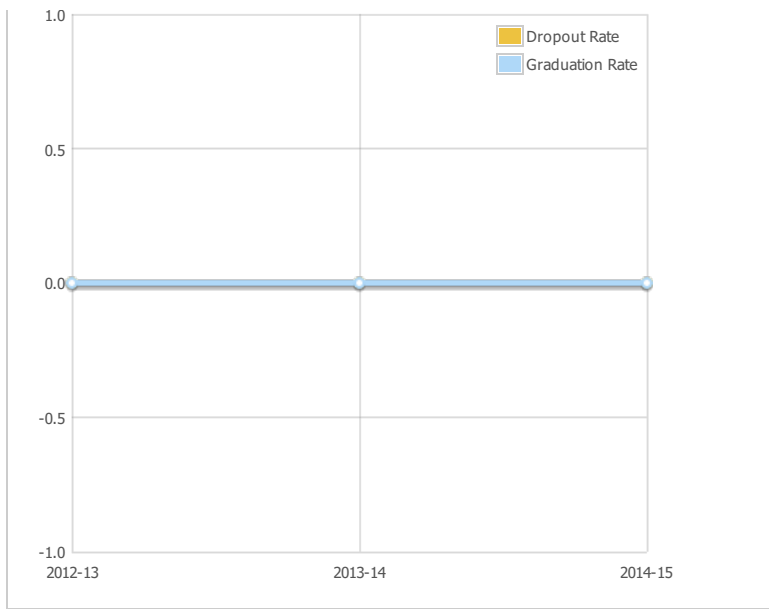
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00				80.44	80.95	82.27

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 1/31/2017*

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

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
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	--	--	--

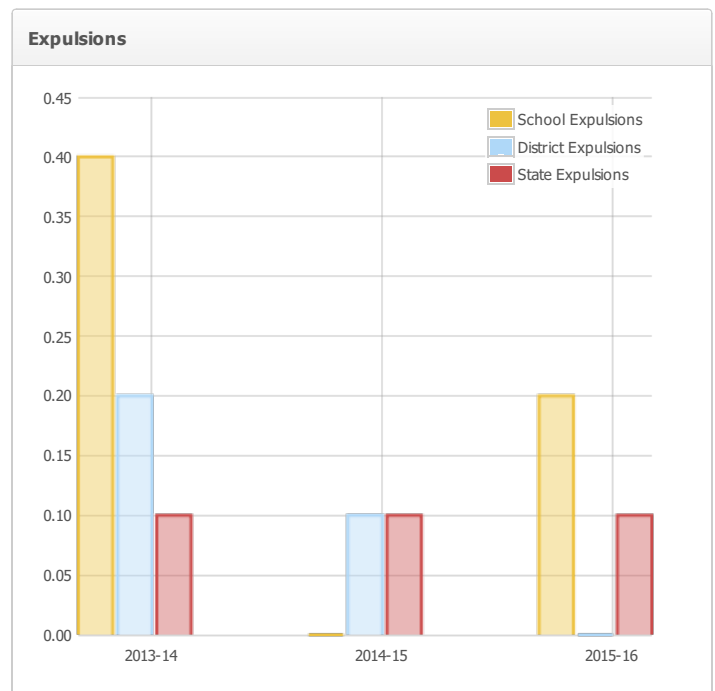
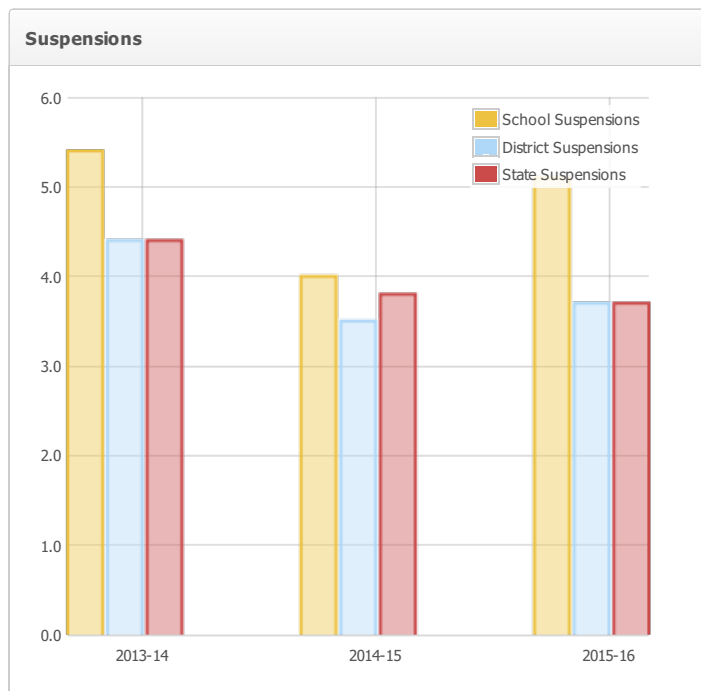
# State Priority: School Climate

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	5.4	4.0	5.1	4.4	3.5	3.7	4.4	3.8	3.7
Expulsions	0.4	0.0	0.2	0.2	0.1	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

## School Safety Plan (School Year 2016-17)

Willow Glen Middle School's safety plan was reviewed and updated August 31, 2015. An Emergency Preparedness Committee was formed in order to update the existing plan for Evacuation, Fire and Emergency drills.

The safety plan is reviewed with staff on an ongoing basis. We revisit portions on the plan on a monthly basis at our staff meeting. The plan was reviewed in its entirety at WGMS this year at our staff meeting August 13, 2016.

Willow Glen Middle School has four Campus Supervisors who monitor the grounds, bathrooms, and hallways before and after school, during passing periods, and during lunch. Administrators are always visible throughout the day at all passing periods and lunchtime. A police officer is present each day at school. Staff and students practice emergency drills on a regular basis and are prepared for all situations that may arise, and though all of our emergency processes and procedures are not publicly available we have a robust response process for multiple types of campus emergencies.

Last updated: 12/2/2016

## 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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	21.9	44	76	15	21.4	47	83	7	21.6	48	72	19
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/25/2017

**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	21.0	18	18	7	21.0	18	27	0	29.0	4	30	9
Mathematics	23.0	10	19	3	25.0	9	20	3	28.0	7	33	6
Science	30.0	1	22	3	31.0	1	21	4	28.0	4	20	5
Social Science	26.0	5	18	7	25.0	6	26	0	28.0	6	32	6

\* 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	2.6	422.0
Counselor (Social/Behavioral or Career Development)	1.1	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	1.4	N/A
Resource Specialist (non-teaching)	1.2	N/A
Other	0.3	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	\$10001.0	\$2709.0	\$7292.0	\$72527.0
District	N/A	N/A	\$11261.0	\$70979.0
Percent Difference – School Site and District	--	--	-14.7%	5.4%
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	28.5%	-6.0%

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

Last updated: 1/6/2017

## Types of Services Funded (Fiscal Year 2015-16)

### **GATE**

GATE students choose their own electives in seventh and eighth grades. They may apply for advanced High School Equivalent math courses such as Algebra I, or Geometry. In addition, we offer High School Equivalency Spanish and French. If any student moves beyond the offered advanced courses, they are able to participate in high school courses taught next door at Willow Glen High School. GATE students also engage in stimulating after-school activities and lessons such as challenging science, literature, and robotics projects. It is critical that teachers provide enrichment activities to meet the academic needs of their GATE students while being cognizant of their social emotional needs.

### **Special Ed**

We have 3 full time RSP teachers and 3 full time SDC teachers and 1.5 Speech and Language Pathologists. Students receiving special education are placed in classes that follow their current IEP plan. All students are mainstreamed for the maximum number of periods each day in accordance to his/ her ability each day. Our Resource Specialist assesses students with disabilities. Should a student qualify for assistance and receive an individualized educational plan, he/ she is assigned to our special education caseload and is monitored by the resource specialist assigned to the student case.

### **At-risk students**

WGMS students who are at-risk are monitored through our COST process, a bi-weekly meeting where all comprehensive service personnel discuss student needs, and create an action plan for each student. Students are referred out for counseling, student study team meetings, parent meetings, and outside services. We also have an academic counselor who meets with all 7th grade students in regards to academic achievement, and with 8th graders to prepare high school plans to meet A-G UC/CSU college entrance requirements.

### **English Language Learners**

English Learner (EL) students at Beginning, Intermediate and Advanced levels participate in structured English Immersion ELD classes with full-time teachers in language arts, reading, science, and math. They are mainstreamed into regular educational classes for Physical Education and electives. Those more proficient in English (students scoring 4-5 on the CELDT) are placed in a less restrictive environment. ELL's are monitored closely and assessed often in accordance with the English Language Development State Standards in listening, speaking, reading, and writing. Students are encouraged and supported through the reclassification process. As soon as students have developed academic language proficiency in English and score proficient in Language Arts, Math and Writing on the state standardized tests, they are reclassified as a "fluent English".

### **Tutoring**

Teachers offer tutoring in content areas during lunch and/or after school. Our Homework Club is open in the Media Center Monday-Thursday from 3:15pm - 4:15pm.

### **Peer tutoring**

The staff at WGMS is strongly encouraged to assist students who are struggling. Many teachers open their classrooms at lunchtime as well as before and after school to help students who need additional help or a quiet place to complete their homework. Teachers are also encouraged to provide peer tutoring in content areas within their classes.

Teachers and administrators at our school are scheduled to participate in three staff development days per year, contingent on state budget issues. Willow Glen Middle School will provide staff/professional development around Explicit Direct Instruction, Culturally Relevant Teaching & Learning, 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.

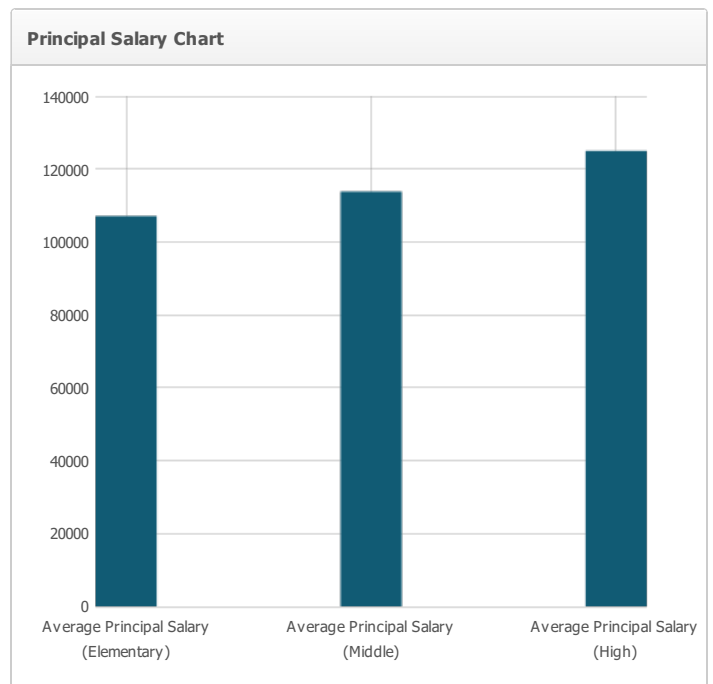
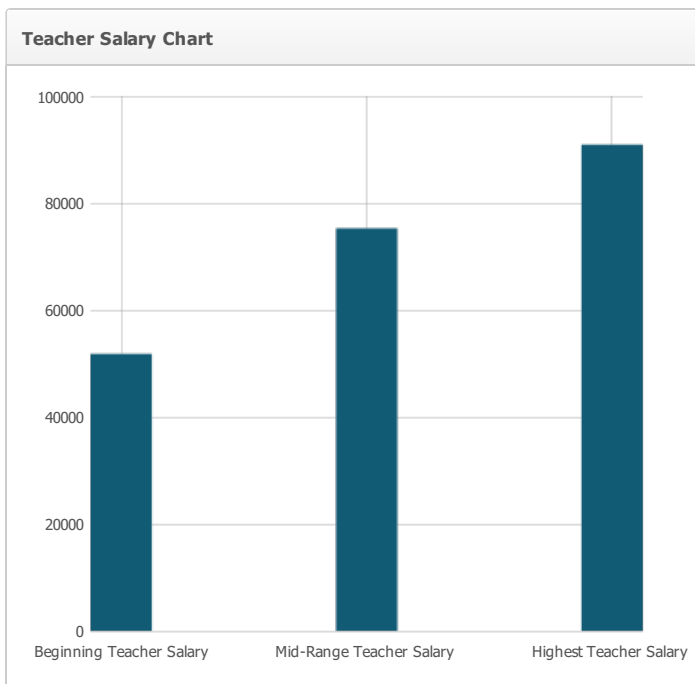
Over the past four years, WGMS teachers have received training in the following: Understanding by Design, backward mapping lesson planning; and ELD training in addition to training in support of PBIS. WGMS teachers were given opportunities throughout the year to revisit their training through monthly 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

*Last updated: 12/2/2016*

## 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)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

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

*Last updated: 1/31/2017*

## Professional Development

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Teachers and administrators at WGMS participate in three staff development days per year. Willow Glen Middle School will provides staff/professional development around Explicit Direct Instruction, Culturally Relevant Teaching & Learning, 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 engage in three annual "Cycle Visits" during which they schedule and conduct a professional visit of another site classroom, bringing back a procedure or instructional strategy to try live in their own classroom. As a faculty, we are preparing to work through "This We Believe", the research based American Middle Level Education Treatise on best practices for Middle Schools Nationwide. The plan is to integrate the Core Strategies from "This We Believe" as we visit each other's classrooms, providing an objective snapshot of what it is we do.

*Last updated: 12/2/2016*