

# Willow Glen Middle

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Mr. 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)

#### 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 2017-18)

District Contact Information (School Year 2017-18)	
<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 2017-18)	
<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: 1/3/2018*

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

#### **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 famous 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.

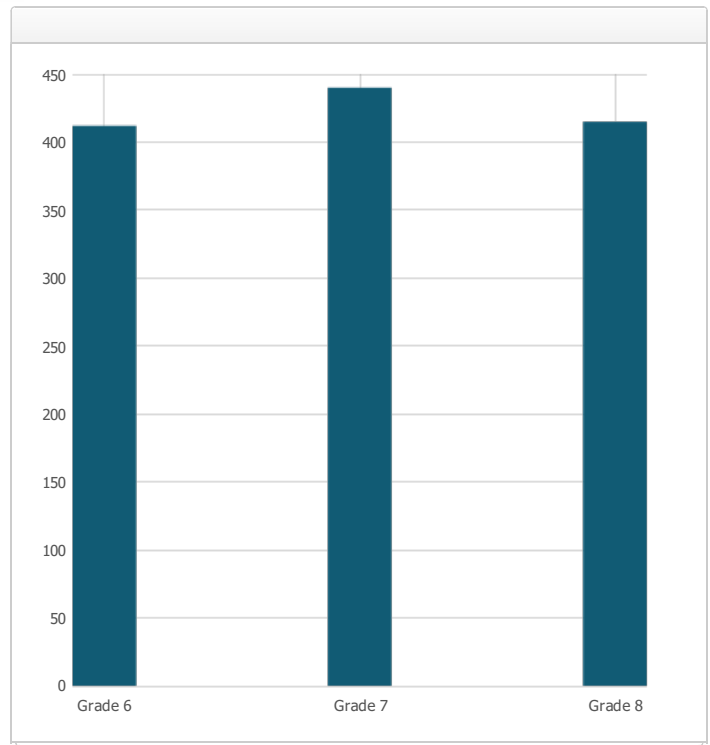
#### **Facilities**

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.

*Last updated: 12/8/2017*

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

Grade Level	Number of Students
Grade 6	412
Grade 7	440
Grade 8	415
<b>Total Enrollment</b>	<b>1267</b>



*Last updated: 1/10/2018*

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

Student Group	Percent of Total Enrollment
Black or African American	2.8 %
American Indian or Alaska Native	0.2 %
Asian	5.3 %
Filipino	1.7 %
Hispanic or Latino	45.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	38.0 %
Two or More Races	4.7 %
Other	1.7 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	37.0 %
English Learners	12.5 %
Students with Disabilities	10.8 %
Foster Youth	0.2 %

*Last updated: 1/10/2018*

## A. Conditions of Learning

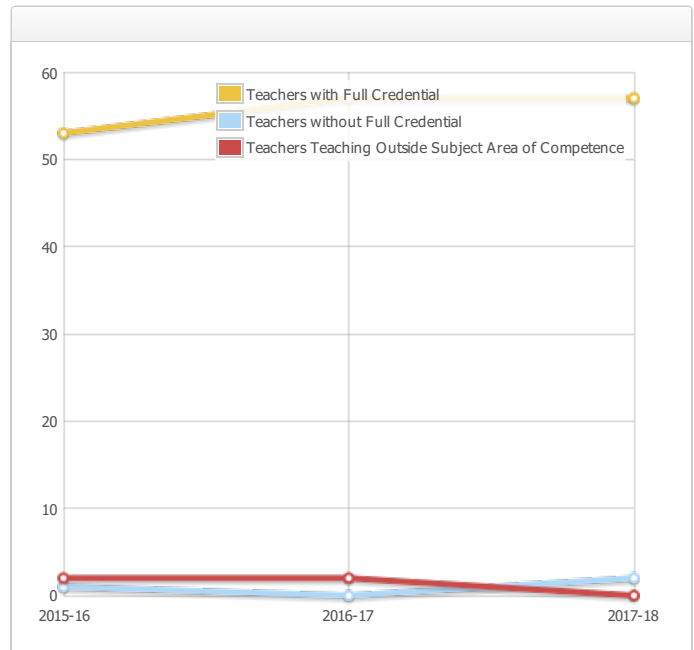
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

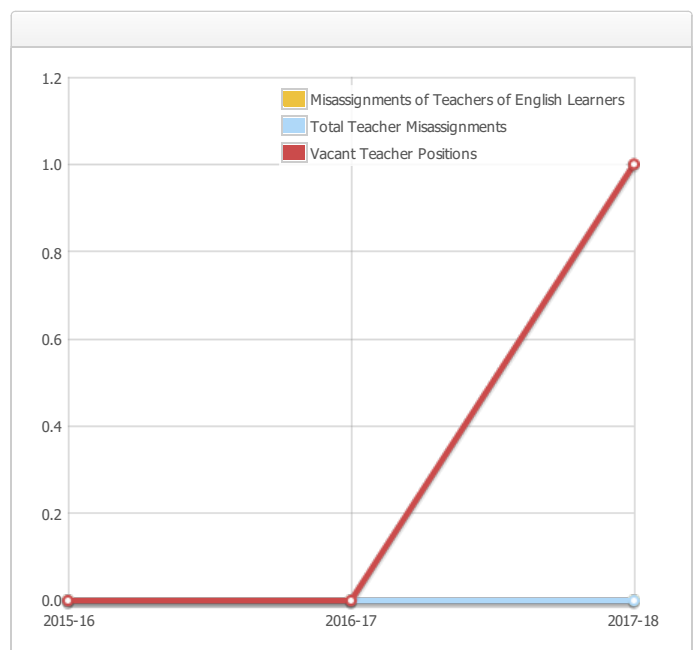
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	53	57	57	1427
Without Full Credential	1	0	2	34
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	0	11



Last updated: 1/24/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/24/2018

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

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Materials List: <a href="https://sjusd.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3">https://sjusd.box.com/s/o0g6hno3vsgegmyorsjhucf3c52mvy3</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: 1/31/2018*

## 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: 1/31/2018*

## School Facility Good Repair Status

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

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

## Overall Facility Rate

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

Overall Rating	Exemplary
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*Last updated: 1/5/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	55%	53%	54%	53%	48%	48%
Mathematics (grades 3-8 and 11)	39%	43%	42%	42%	36%	37%

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

*Last updated: 1/10/2018*



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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1278	1262	98.75%	53.17%
Male	621	611	98.39%	46.97%
Female	657	651	99.09%	58.99%
Black or African American	38	38	100.00%	36.84%
American Indian or Alaska Native	--	--	--	
Asian	66	66	100.00%	77.27%
Filipino	20	20	100.00%	65.00%
Hispanic or Latino	587	579	98.64%	33.68%
Native Hawaiian or Pacific Islander	--	--	--	
White	477	472	98.95%	72.03%
Two or More Races	61	60	98.36%	75.00%
Socioeconomically Disadvantaged	497	489	98.39%	29.24%
English Learners	299	293	97.99%	21.16%
Students with Disabilities	150	146	97.33%	15.07%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/10/2018*

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1279	1264	98.83%	42.96%
Male	621	611	98.39%	44.19%
Female	658	653	99.24%	41.81%
Black or African American	38	38	100.00%	26.32%
American Indian or Alaska Native	--	--	--	
Asian	66	66	100.00%	69.70%
Filipino	20	20	100.00%	55.00%
Hispanic or Latino	588	583	99.15%	21.61%
Native Hawaiian or Pacific Islander	--	--	--	
White	477	470	98.53%	64.26%
Two or More Races	61	60	98.36%	60.00%
Socioeconomically Disadvantaged	498	494	99.20%	17.61%
English Learners	300	298	99.33%	16.11%
Students with Disabilities	150	147	98.00%	11.56%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/10/2018*

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

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	69.0%	58.0%	57.0%	55.0%	56%	54%

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/10/2018*

**Career Technical Education Programs (School Year 2016-17)**

N/A
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*Last updated: 12/18/2017*

**Career Technical Education Participation (School Year 2016-17)**

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	--

*Last updated: 12/18/2017*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	21.3%	27.2%	22.4%

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

Last updated: 1/10/2018

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

#### **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 responsibility for the planning, implementation and evaluation for the School Improvement Program (SIP).***

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).

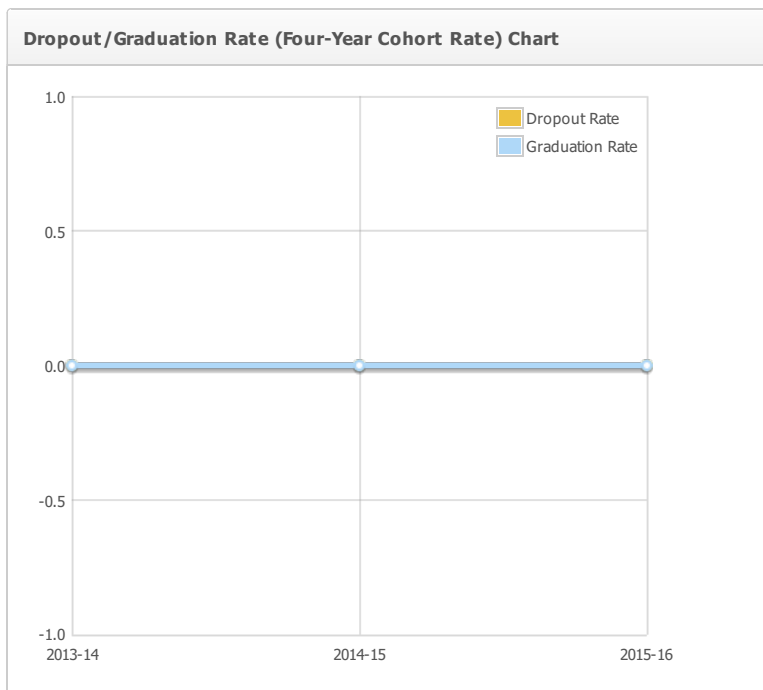
# State Priority: Pupil Engagement

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	85.9%	85.4%	87.7%	81.0%	82.3%	83.8%



Last updated: 1/10/2018

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

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



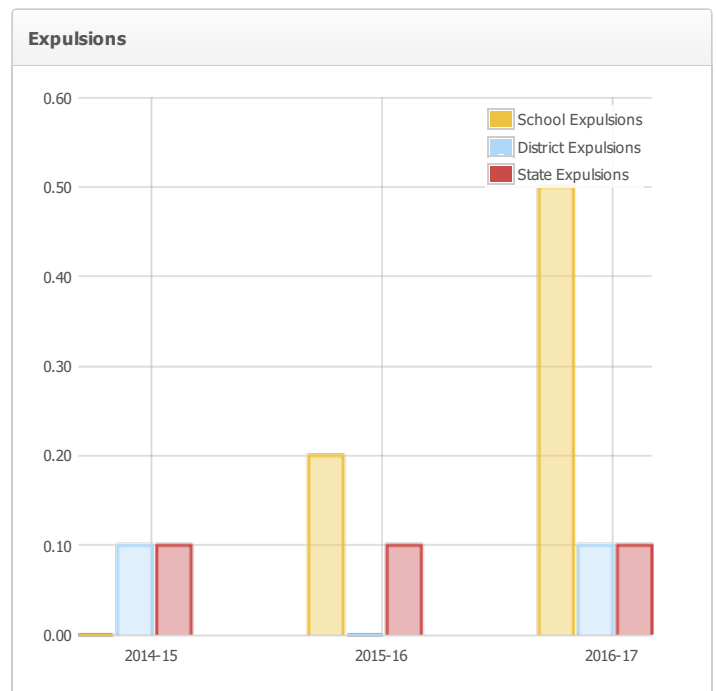
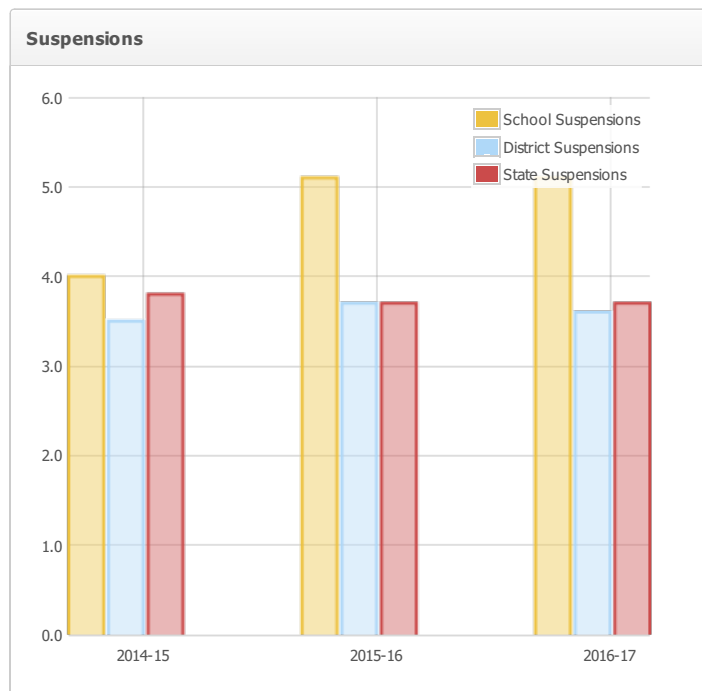
# State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.0%	5.1%	5.1%	3.5%	3.7%	3.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.2%	0.5%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/10/2018

## School Safety Plan (School Year 2017-18)

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.

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

Last updated: 12/8/2017

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

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

*Last updated: 1/25/2018*

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	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	28.0	4	86	7	28.0	7	75	19	27.0	13	56	18
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: 1/25/2018*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	18	27	0	24.0	14	20	5	23.0	15	25	3
Mathematics	25.0	9	20	3	25.0	9	20	3	24.0	8	24	3
Science	31.0	1	21	4	29.0	2	18	6	29.0	1	22	7
Social Science	25.0	6	26	0	24.0	10	22	1	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.

Last updated: 1/25/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.5	509.0
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	0.1	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11049.8	\$2848.6	\$8201.2	\$73802.1
District	N/A	N/A	\$8016.2	\$72711.6
Percent Difference – School Site and District	N/A	N/A	2.3%	1.5%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	22.0%	-7.1%

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

Last updated: 1/10/2018

## Types of Services Funded (Fiscal Year 2016-17)

### 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.

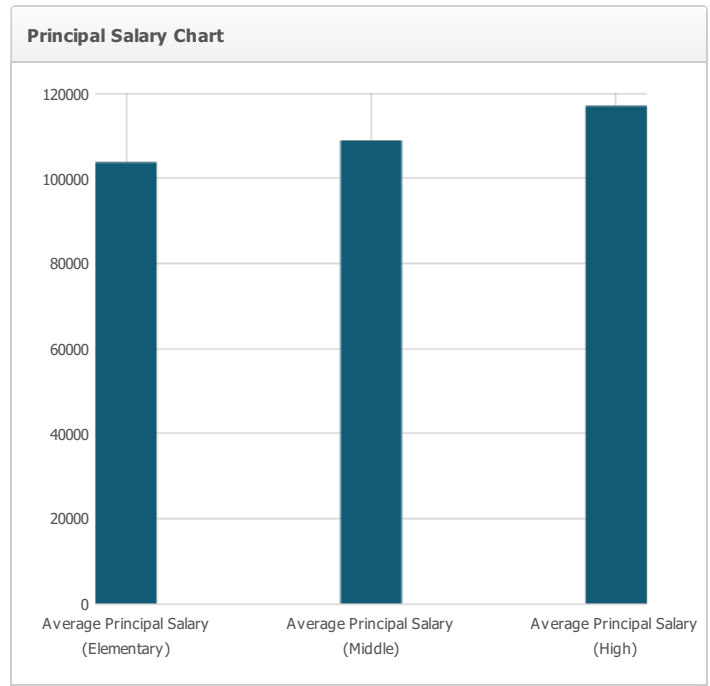
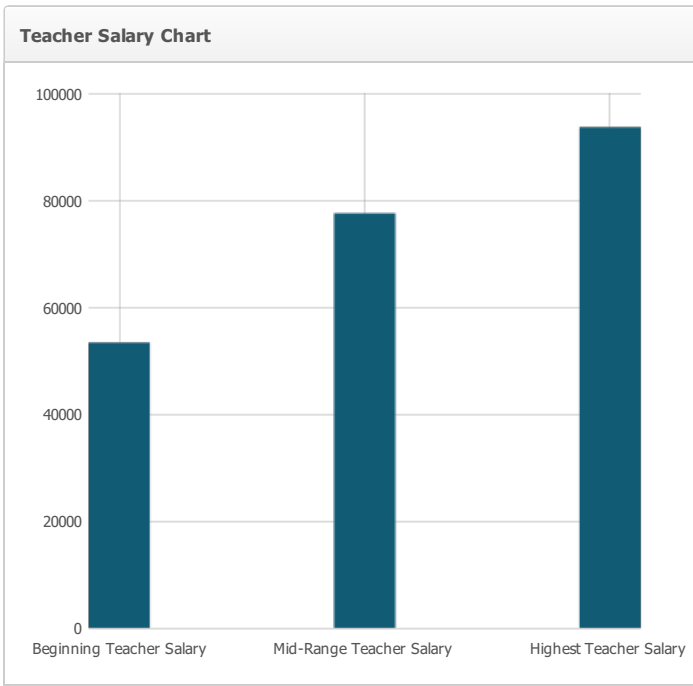
*Last updated: 12/8/2017*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,358	\$47,808
Mid-Range Teacher Salary	\$77,532	\$73,555
Highest Teacher Salary	\$93,642	\$95,850
Average Principal Salary (Elementary)	\$103,741	\$120,448
Average Principal Salary (Middle)	\$108,855	\$125,592
Average Principal Salary (High)	\$117,012	\$138,175
Superintendent Salary	\$263,799	\$264,457

Percent of Budget for Teacher Salaries	33.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/10/2018*

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	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: 1/10/2018*

**Professional Development**

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, 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.

Currently, teachers participate 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.

*Last updated: 12/8/2017*