

San José Unified School District
**WILLOW GLEN HIGH
SCHOOL**

Grades 9-12

School Accountability Report Card
For School Year 2003-2004
Published in 2004-2005

Principal's Comments

Willow Glen High School provides outstanding academic, co-curricular and extra-curricular programs, as well as sustained college entrance advising and personal guidance support. The comprehensive instructional program expects every student to meet all state academic standards and be fully prepared to enter a four-year university. Students – including our more than 13% who are GATE-identified -- excel in our 13 Advanced Placement courses, Honors courses, drama, musical theater, band, visual arts, Mock Trial, and athletics. We have students earning college credits while enrolled here through our University Express program, an on-site partnership with San Jose City College. Major theatrical productions for 2004-2005 include "The Sound of Music." Our school enjoys support from its active

Parents' Club, Athletic Boosters, Arts Boosters, and a community Foundation. Learning and research resources include our state-of-the-art Library/Technology Center, featuring a Homework Center that is open to the community M-Th until 6:00 p.m

Elaine Farace, Principal
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San José, CA 95125
Phone (408) 535-6330
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Schedule/Hours

Office hours

7 a.m. – 4 p.m.

Media Center Hours

7:30 a.m.—2 p.m.

Homework Center Hours:

2 p.m.—6 p.m.

School Day

7:26 a.m.—2:05 p.m.

2003-2004 Achievements

- WGHS staff is committed to providing an environment wherein every student is engaged in learning. Recent results include:
- Nationally recognized Robotics Team
- Intel Talent Search Finalist
- 2 National Merit Scholarship semi-finalists
- WGHS API score jumped 40 points in 2003-04.
- The 29 students in AP Spanish Language all passed the exam, and 25 students earned the top score of 5.
- WGHS AP passage rate is 44%, higher than the national average.
- WGHS student attendance has risen more than a full percentage point in 2004-05.

Focus for Improvement for 2004-2005

Every staff member participates in drafting improvement goals, such as:

- Each department will design, implement, and gather formative data on a standards-aligned action-research curricular project that will increase students' engagement in constructing meaning using higher-order thinking skills.
- Through participation in such groups as the California League of High Schools and CSLA, ongoing professional development will expand the variety of instructional strategies to better meet students' diverse learning needs and styles.

**San José Unified School
District**
Building on Success

Superintendent

Don Iglesias

Board of Education

Pam Foley

Richard Garcia

Jorge González

Veronica Grijalva Lewis

Leslie Reynolds

Susan Nguyen, Student

CONTACT US

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Parental Involvement

Parents are encouraged to attend school at any time to observe what their children are learning and doing. Parents are invited to volunteer in the classroom or on the campus and to join the Parent Club, Booster Club, and/ or Bilingual Advisory Committee (SELAC). The Willow Glen High School and Middle School Foundation is heavily involved in fundraising and supporting many programs. Parent-group traditions include the annual welcome breakfast for staff in August, the senior breakfast in June, and the annual Career Faire. Parents are invited to assist with leadership or supervisory activities. Parents' ideas are vital and count!

For further information on our parent volunteer program, please contact the school.

Funding

.WGHS received a federally funded, Small Learning Communities planning grant, and an SB65 counseling/advising grant. The Willow Glen Foundation annually provides funding to both the middle and high schools. The Gene and Mickey Long Library receives funding from the Long Family Trust.

Demographics

Date reported are the number of students at each grade level as reported by the California Basic Education Data System (CBEDS)

Student Enrollment by Grade Level

Grade Level	Enrollment
Grade 9	337
Grade 10	345
Grade 11	281
Grade 12	289
Total Enrollment	1252

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	33	2.6
American Indian or Alaska Native	26	2.1
Asian	98	7.8
Filipino	29	2.3
Hispanic or Latino	708	56.5
Pacific Islander	3	0.2
White (Not Hispanic)	355	28.4
Multiple or No Response	0	0.0

School Safety and Climate for Learning

Safety and Safety Plan

Our leadership team, Team Willow Glen, guides continuous improvement of the learning and social environment enjoyed by WGHS students and staff. This group meets twice each week. Safety and positive learning climate resources include: off-duty San Jose police on campus daily, conflict resolution and peer mediation program trainers, SST Trainer, community-based organizations and annual revision/publication of the school discipline plan and the Staff/Student/Parent Handbook.

The Safety Plan was updated in Summer 2004 and discussed and reviewed by faculty in September 2004. The school site council discussed and reviewed the document in February 2005. The Safety Plan is a component of a focus group for WASC accreditation in 2005-06.

Facilities

Willow Glen High School is a fifty-year-old community landmark rich in history and tradition. The campus is in the second phase of renovation that will add new capital improvements, landscaping upgrades and technological updates over the next few years. The new track and football field opened in Fall 2004. All windows will be replaced in 2005. New heating and air conditioning, roofing, some new buildings and fresh interior and exterior paint on the old ones were completed in 2001-2002. A school beautification day for staff, students, parents and community is held twice yearly. We are working to enhance the role of our campus as one of the treasured jewels of the Willow Glen community.

Maintenance

San José Unified takes great efforts to make sure all of its schools are clean, safe, and functional. The District's maintenance staff works to ensure that all necessary repairs are made to keep schools in good condition and in working order. A work order process is used to make certain that repairs are done in a timely and efficient manner. Emergency repairs are given the highest priority and those requests are usually handled the day they are received. Restrooms at all schools are fully operational. Work order requests to repair restrooms are given a number one priority.

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules and to ensure a clean and safe school. **A copy of the cleaning standards is available upon request by calling the Maintenance Department at (408) 535-6200.**

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the 2004-05 school year, the district deposited \$1,322,354 into the deferred maintenance program. This is equivalent to 0.5% of the district's general fund budget. Expenditures in this fund are made according to the District's five year plan, which is developed in coordination with the Measure F bond program. It is anticipated that \$1,155,000 will be expended on deferred maintenance projects during the 2004-2005 school year.

Deferred Maintenance and Modernization Projects.

In 1997 voters in San José Unified passed Measure C – a \$165 million bond measure that began modernization projects in the district's 48 schools. To continue and expand these renovations, voters once again voted to approve a \$423 million bond measure in March of 2002 – Measure F. When Measure F is completed, San José Unified will have some of the finest facilities in the state of California. A Citizens' Bond Oversight Committee was appointed by the Board of Education to ensure that the bond funds are spent properly. School by school projects targeted to be funded by Measure F are available on the District's website, www.sjUSD.k12.ca.us, and at each school site.

Homework

The 75 highly trained teaching staff at WGHS is committed to providing a rigorous educational program with high expectations for every student – nightly homework is part of these expectations. Parents may access their child's attendance and classroom academic achievement through the Parent Internet Viewer. Teachers' curriculum requirements are shared with parents and students in published course syllabi, and parents can e-mail teachers for further information on their students' progress. The Homework Center, staffed with tutors, is available weekdays, except Friday, until 6:00 p.m.

Discipline

Staff, parents, and students developed our school discipline plan, which complements the District Parent and Student Handbook. The plan is reviewed yearly and revised, as need dictates. Both the School Discipline Plan and the District Parent and Student Handbook are furnished to each family, staff member, and teacher at the beginning of each school year. Each teacher also receives a copy of the school and district disaster plan as well as a staff binder.

Teachers provide written expectations for students and parents. By sharing our standards so openly, the school community accepts and encourages accountability. We at Willow Glen High School believe that students who have positive self-esteem and opportunities to receive recognition, who attend school regularly and are involved in school activities, generally perform better academically and socially. A significant percentage of the student body receives recognition through many programs including academic distinction awards, scholarships, sports awards, California Scholarship Federation, National Honor Society, Associated Student Body, clubs, and our attendance incentive program.

Suspensions and Expulsions

	2002	2003	2004
Number of Suspensions	249	179	146
Rate of Suspensions	19%	14%	12%
Number of Expulsions	5	7	4
Rate of Expulsions	0%	1%	0%

Data reported are the total number of incidents where a student was suspended or expelled from school and the school's rates of suspension or expulsion. A single student may be involved in more than one incident. The rate of suspension or expulsion are calculated by dividing the number of incidents during the school year by the school's total enrollment in October 2003. Rates for the district are computed separately for Elementary, Middle and High Schools.

Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at

<http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standards).

All Students

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	31	32	35	38	40	40	32	35	36
Mathematics	10	10	8	32	34	34	31	35	34
Science	20	16	18	34	26	25	30	27	25
History-Social Science	32	34	33	36	35	33	28	28	29

CST—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
English-Language Arts	35	54	58	43	18	61
Mathematics	10	8	28	9	3	14
Science	14	21	35	14	8	31
History-Social Science	15	33	50	27	20	54

CST—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	30	40	2	18	42	1	39	10
Mathematics	10	7	1	3	11	2	9	0
Science	19	16	1	8	21	0	19	4



Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted

NRT—All Students

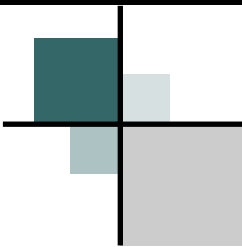
Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	42	44	---	47	47	---	43	43
Mathematics	---	41	43	---	53	53	---	50	51

in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Data reported are the percent of students scoring at or above the 50th percentile.

NRT—Racial/Ethnic Groups

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White (not Hispanic)
Reading	43	64	68	57	27	71
Mathematics	57	43	83	48	26	63



NRT—Subgroups

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	38	51	5	27	51	4	49	23
Mathematics	43	42	12	25	50	3	47	22

Local Assessment

% Scoring Proficient or Higher			
Grade	2002	2003	2004
11	72	63	44

Data reported are the percent of students meeting or exceeding the district standards.



California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
9	30.8	23.7	35.3	23.3	20.3	26.0	26.3	25.3	27.2

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Inter-

API—Schoolwide

	API Base Data			API Growth Data		
	2001	2002	2003	From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	91	90	94	Percent Tested	90	94
API Base Score	631	620	605	API Growth Score	621	609
Growth Target	8	9	10	Actual Growth	-10	-11
Statewide Rank	5	5	3			
Similar Schools Rank	9	5	4			

vention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/>, or by speaking with the school principal.

API—Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Hispanic or Latino				Hispanic or Latino			
API Base Score	544	535	515	API Growth Score	531	521	550
Growth Target	6	7	8	Actual Growth	-13	-14	35
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	745	726	738	API Growth Score	737	737	783
Growth Target	6	7	8	Actual Growth	-8	11	45

API—Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	525	512	495	API Growth Score	523	501	557
Growth Target	6	7	8	Actual Growth	-2	-11	62

State Awards and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	10
Percent of Schools Identified for Program Improvement	---	17.5

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Adequate Yearly Progress (AYP)

AYP Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	No	Yes
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes
Hispanic or Latino	---	No	Yes	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	Yes	Yes
White (not Hispanic)	---	No	Yes	---	Yes	Yes
Socioeconomically Disadvantaged	---	No	Yes	---	Yes	Yes
English Learners	---	No	Yes	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	Yes

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

NOTE: N/A means that this group was too small to receive summary scores.

School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully complete the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender and ethnic group.

Dropout Rate and Graduation Rate

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Enrollment (9-12)	1444	1277	1305	9291	9096	9396	1735576	1772417	1830664
Number of Dropouts	8	9	11	116	143	98	47899	48210	58493
Dropout Rate (1-year)	0.6	0.7	0.8	1.2	1.6	1.0	2.8	2.7	3.2
Graduation Rate	92.1	90.6	90.5	92.4	92.8	93.8	86.7	87.0	86.7

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

Average Teaching Load and Teaching Load Distribution

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.8	21	20	7	24.1	29	16	16	24.4	21	17	16
Mathematics	28.7	3	16	5	32.3	5	18	18	36.9	2	3	26
Science	29.2	4	17	12	35.8	2	6	27	34.4	6	5	27
Social Science	29.4	7	16	10	30.8	9	14	21	31.1	5	13	19

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Teacher and Staff information

Core Academic Courses Not Taught by NCLB Compliant Teachers

	School	District
This School	56.9	---
All Schools in District	---	70.3
High-Poverty Schools in District	---	57.1
Low-Poverty Schools in District	---	75.7

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the

teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

		2002	2003	2004
Total Teachers		61	68	59
Teachers with Full Credential		51	49	50
Teachers Teaching Outside Subject Area	<i>(full credential but teaching outside subject area)</i>		1	0
Teachers in Alternative Routes to Certification	<i>(district and university internship)</i>	0	0	0
Pre-Internship		0	6	5
Teachers with Emergency Permits	<i>(not qualified for a credential or internship but meeting minimum requirements)</i>	8	13	5
Teachers with Waivers	<i>(does not have credential and does not qualify for an Emergency Permit)</i>	3	2	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2004
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Teacher Education Level

	School	District
Doctorate	1.7	1.2
Master's Degree plus 30 or more semester hours	1.7	2.3
Master's Degree	27.1	25.8
Bachelor's Degree plus 30 or more semester hours	47.5	46.0
Bachelor's Degree	22.0	24.6
Less than Bachelor's Degree	0.0	0.1

Data reported are the percent of teachers by education level.

Vacant Teacher Positions

	2004
Vacant Teacher Positions	0

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Teacher and Staff Information

Evaluating/Improving Teachers

A major WGHS Administrative Team goal is to make drop-in classroom observations daily, to provide on-going coaching for powerful teaching and learning. The four teachers elected by their peers as the site governance body – Team Willow Glen – also participates in designing peer coaching and observation opportunities. In addition, there are Beginning Teacher Support coaches and a Professional Development Coach on staff. All temporary and probationary teachers are evaluated formally twice yearly, while tenured teachers are evaluated biennially in accordance with the SJTA contract.

Staff Development.

Team Willow Glen and the Assistant Principal-Instruction, design and gather data on the year's professional development. Individual teachers are also encouraged to pursue specialized interests. For example, Advanced Placement teachers committed to participating in College Board training workshops every other year, at a minimum. Staff Development requests are reviewed by the site's Budget Committee, which also meets monthly.

Professional development is an on-going activity. During 2004-05 and 2005-06, all WGHS teachers are being released to observe the instruction of their content area department colleagues in bell-to-bell observations. In addition, teachers attend conferences, workshops and trainings throughout the year. An all staff professional development activity is held times during the school year. Administrators attend monthly meetings with a professional development component. Classified staff participate in separate District workshops as well as some staff in service opportunities.

A variety of opportunities for support are provided at WGHS. Teachers who are new to teaching, new to the school site and / or new to their teaching assignment are provided a job mentor during the first two months of instruction. Department heads hold regularly scheduled meetings to promote collegial dialogue and reflective thinking. An identified teacher and a contracted employee provide technology assistance for the various software programs needed by teachers.

Teacher Assignment

Each spring, teachers have the opportunity to sign up with the Assistant Principal-Instruction (AP-I) for their teaching assignment preferences. Department chairs work with the AP-I to plan the tentative teaching assignments based upon students' course requests and needs. Staff assignments are finalized by July's course enrollment numbers and teachers' specialized training (e.g., SDAIE and Advanced Placement).

Substitute Teachers

All teachers report absences and obtain substitutes using the district's system. Teachers are encouraged to make substitute arrangements in advance, whenever possible, with recently retired colleagues who know the school, the curriculum, and the students. Every substitute receives a handbook that includes basic school information and every teacher provides substitute lesson plans, seating charts, and classroom rules.

Leadership Team

WGHS Leadership Team is composed of the principal, the assistant principal of instruction and three elected faculty members. They meet weekly to review staff meetings agendas and any aspect of the school needing attention. Department heads meet monthly with the Leadership Team.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	1252.0

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Other Support Staff

Willow Glen High School has a full-time Resource Specialist. Their psychologist, nurse and speech and language specialist are part time..

Specialized Programs

GATE

To encourage every student to develop both gifts and talents, WGHS provides open-access, open enrollment, opportunities for all Advanced Placement, Honors, and Accelerated courses. In addition, there are open auditions for performance groups such as journalism, Mock Trial, Jazz Singers, and theatrical productions. Math and Science students have opportunities to continue accelerated coursework begun in Middle School.

At-risk students

The SB65 counselor holds SSTs daily to allow parent-student-teacher-administrator teams to address the needs of an at-risk student. The Small Learning Community grant affords the opportunity for at-risk students to participate in a specifically designed program that includes a coach for the instructors, biweekly mentoring, and a daily tutorial period. Regular education students in the ninth and tenth grade who score far below basic are scheduled into a CAHSEE prep class taught in a core with their social studies class.

English language learners

English Learners are placed by our ELD Coordinator in appropriate core ESL, SDAIE, or primary language classes according to their CELDT/LAS scores. The ELD coordinator provides 3 periods of resource teacher time to assist both EL staff and students; there is also an EL resource teacher, a PASS-program teacher-coordinator, and two bilingual outreach staff members who work with students, their parents, and SELAC. The Willow Glen Homework Center has bilingual tutors.

Students with disabilities

WGHS hosts four resource specialist classes, four special day classes, and one class for emotionally disturbed students. A full-time counselor work in the ED class. A full-time instructional associate is also assigned to each classroom. All school facilities are accessible to the physically handicapped. An adaptive physical education teacher is on site each day to work with identified students.

After-school programs

WGHS offers courses in the seventh period that assists credit deficient students earn missing credits toward graduation. In addition, remedial courses are available to assist students at-risk academically or in preparation for the high school exit exam.

Tutoring

The Homework Center has tutor in English and Spanish Mondays through Thursdays from 2 to 6 p.m. in the Media Center.

Peer tutoring

WGHS uses upperclassmen as student tutors in the classroom.

Curriculum and Instruction

Reading and Writing

12th grade English Pacesetter classes use the College Board's rigorous "pre-AP" curriculum. In addition to this Pacesetter program, required 9th, 10th and 11th grade standards-aligned courses ensure that all students have a reading/writing skills pathway to successful post-secondary coursework. Accelerated courses are offered in tenth grade English and Social Studies. These courses provide additional challenges "above and beyond" the regular reading/writing curriculum and prepare students for AP courses in grades 11-12. In English, both Advanced Placement English Language/Composition (11th) and AP English Literature/Composition (12th) are offered.

Math

WGHS students take a minimum of 3 years of math, in a traditional sequence: Algebra, Geometry, and Algebra 2 (with or without Trigonometry). Every student may enroll in the math course – from Algebra through AP Calculus AB or ABC/AP Statistics – that meets the student's academic needs and post-secondary plans. In the Algebra 2 program, more students enroll in Algebra 2/Trigonometry than in Algebra 2.

Science

All students take 3 years of science aligned with the State standards

The traditional sequence is biology, chemistry and physics.

An elective of physiology is also offered.

AP science courses offered are AP biology, AP chemistry, AP environmental science, and AP physics.

Social Studies

- Students take 4 years of state standards-aligned Social Studies, with Accelerated and Advanced Placement opportunities in grades 10-12:
- 9th grade World Geography/California 20th Century sequence
- 10th World History and Cultures (2 sections of AP World History)
- 11th U.S. History (2 sections of Advanced Placement U.S. History)
- 12th American Government/Economics (1 sections of AP American Government & Politics / AP Macroeconomics).

Textbooks

All texts are recommended by the District's Curriculum division and approved by the School Board to insure materials are aligned with State standards and meet all other criteria. The textbook budget is administered by the school's Budget Committee, with text purchase proposals from individual teachers forwarded for consideration by the committee after preliminary approval by departments.

All students have access to textbooks and other instructional materials in each core subject.

A complete list of textbooks and their date of adoption is available at

http://www.sjUSD.org/Staff/Instructional_Material/Textbook_Listing.pdf

Instructional Minutes

Grade		
Level	Offered	State Requirement
9	64,860	64,800
10	64,860	64,800
11	64,860	64,800
12	64,860	64,800

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. The number of minutes shown here does not take into consideration pupil free days, minimum days or shortened days that are used for parent/teacher conferences or testing.

Four and a half hour days are scheduled three days each semester to accommodate final exams.

Postsecondary Preparation

Advanced Placement/International Baccalaureate Courses Offered

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	2	3	25
Computer Science			
English	2	4	139
Foreign Language	1	1	46
Mathematics	3	3	58
Science	3	3	102
Social Science	1	2	82

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
4094	3680	89.9

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
237	161	67.9

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

SAT I Reasoning Test

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	267	291	289	1984	2056	2226	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	36.3	36.4	35.6	46.0	46.1	41.4	37.3	36.7	35.2
Average Verbal Score	483	485	477	512	522	521	490	494	496
Average Math Score	492	494	483	536	548	544	516	518	519

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

College Preparation

Resources available at the school are a College and Career Center, college counseling and partnerships with UC Santa Cruz and UC Berkeley. San Jose City College classes are held on campus through the University Express program that affords students the opportunity to earn a full year of college credit in high school. WGHS has an aggressive College Career Center that holds regular workshops for all enrolled students as well as incoming students. SAT preparation programs are available to students.

Workforce Preparation

Student may attend courses leading to certificates in a wide array of fields at the Central County Occupational Center (CCOC). These courses include study in a variety of areas in the main content areas of automotive technology, building technology, business technology, engineering/ industrial technology, health and community service, and the visual arts. Students are bused to the program and spend three hours in study. High school credit can be earned in some classes in the following areas: math, physical science, biological science, and fine arts.

Special day class students may participate in a four hour sheltered vocational education program daily. These classes provide support to the academic program by building academic skills in a structured classroom environment.

The College and Career Center is staffed by one fulltime and one part-time classified advisor, who assist students with college and career investigations using the COIN program.

ROP classes in the visual arts are available during the school day for students age 16 and above.

Dropout Prevention

Academic "safety-net" programs include seventh period electives and English classes to California High School Exit Exam-preparation and makeup classes through PASS program. At-Risk students are also monitored at weekly meetings of the At-Risk committee, with juniors receiving priority in developing individual plans to make up credit and CAHSEE deficiencies. Two at-risk outreach staff members work with students and parents, including making home-visits. The Student Assistance Program (SAP) team meets weekly, facilitated by the SB65 Coordinator, to monitor intervention and support plans for students referred by staff and parents. SST's and follow-ups are scheduled for at-risk students with parents and teachers. For students with chronic attendance problems, there is the mandatory AIM program after school.

Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,477	\$36,856
Mid-Range Teacher Salary	\$61,930	\$58,263
Highest Teacher Salary	\$75,268	\$72,665
Average Principal Salary (Elementary)	\$88,972	\$94,774
Average Principal Salary (Middle)	\$93,586	\$98,934
Average Principal Salary (High)	\$98,794	\$106,858
Superintendent Salary	\$215,206	\$177,295
Percent of Budget for Teacher Salaries	37.7	41.6
Percent of Budget for Administrative Salaries	5.8	5.1

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/cs/> and

<http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>

Expenditures (Fiscal Year 2002-2003)

District Total Dollars	District Dollars per Student (ADA)	State Average for Districts in the Same Category (ADA)	State Average All Districts (ADA)
\$251,113,629	\$7,855	\$6,882	\$6,822

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ds/fd/>

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

San José Unified SARC's are prepared by the Office of Public Engagement. Questions — call Sheryl Stroh at 535-6108 or via e mail to Sheryl_Stroh@sjusd.org