

School Accountability Report Card

Reporting for school year 2008-2009

Published in 2009-2010

San José Unified School District

Willow Glen High

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Grades 9-12



Principal

Shannon McGee
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San José Unified School District

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Board of Education

Jorge González Trustee Area 1
Richard Garcia Trustee Area 2
Pamela Foley Trustee Area 3
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Leslie Reynolds Trustee Area 5

This school is in Trustee Area 3.



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 supports every student to meet all state academic standards and to be fully prepared to enter a four-year university. Students – including our more than 11% who are GATE-identified -- excel in our Honors and Advanced Placement courses, musical theater, band, visual arts, extra curricular events, and athletics. Students earn college credits while enrolled here through our three-year University Express program, an on-site partnership with San Jose City College. Major theatrical productions for 2008-2009 included "You're a Good Man Charlie Brown," produced in partnership with Starting Arts Theater Program. Our school enjoys support from its active Parents' Club, Athletic Boosters, Arts Boosters, and a Willow Glen Foundation. The City of San Jose and Goodwill ASSETS extended day program provide after school homework centers, enrichment activities and CAHSEE prep assistance daily from 2:10-5:30.

Principal's Experience

Shannon McGee is in her third year as Principal of Willow Glen High School, she was the Principal of John Muir Middle School from 2002-2007. She has been employed by San Jose Unified School District for 16 years. She began her teaching career at Gunderson High School, where she was a Resource Specialist before moving into administration at Gunderson High School until 2002. She is proud to be a Willow Glen Alumni, Class of 1983.

Major Achievements

- WGHS staff is committed to providing an environment wherein every student is engaged in learning. Recent results include:
- The API score grew another 13 points in the 2008-2009 school year.
- WGHS API score has jumped 131 points over the last five years
- 83 point increase in SAT scores over the past five years in English and 89 points in mathematics
- 13% growth in students scoring proficient or advanced in Mathematics over 5 years.
- 13% growth in students scoring proficient or advanced in English Language Arts over 5 years.
- 15% increase in CAHSEE pass rate for sophomores
- WGHS student attendance has risen 2.5% over a five-year period.
- One of the top five teams in the state in boys Cross Country
- University Express partnership with SJCC provides the opportunity for students to earn 30 college credits upon graduating from high school.
- Continuation of the Small Learning Communities in the 9th grade, in English, Geography and Biology.
- Community partnerships with Willow Glen Business Association, PG & E, and Cisco programs.

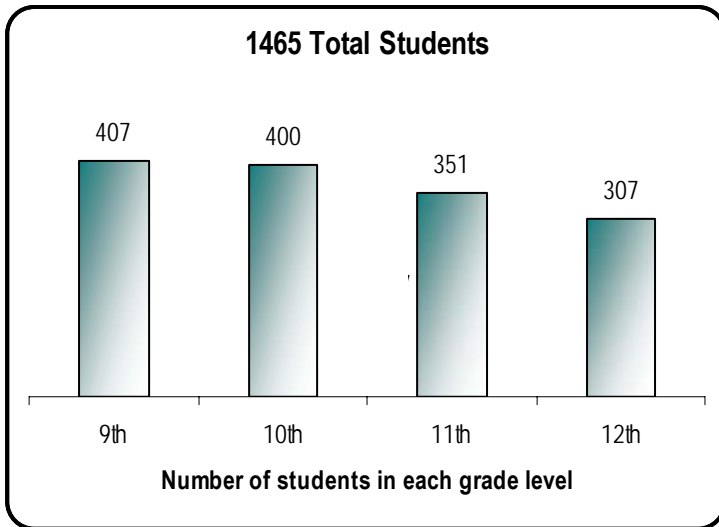
Parental Involvement

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). Willow Glen hosts an annual Parent Empowerment Workshop bringing outside community resources to interested parents. The Willow Glen High School and Middle School Foundation is heavily involved in fundraising that supports many of the classrooms, athletic and extra-curricular programs. Parent-group traditions include the annual welcome breakfast for staff in August, the senior breakfast in June, and the 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.

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-2009 school year.



Student Enrollment by group	
African American	3.21 %
American Indian or Alaska Native	0.89 %
Asian	4.71 %
Filipino	1.98 %
Hispanic or Latino	57.68 %
Pacific Islander	0.61 %
White (Not Hispanic)	30.31 %
Multiple or No Response	0.61 %
Socioeconomically disadvantaged	43.00 %
English Learners	23.00 %
Students with disabilities	10.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	2006-2007				2007-2008				2008-2009			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	26.0	14	30	14	23.3	26	27	11	15.9	50	32	5
Mathematics	28.4	9	24	11	24.6	13	20	8	16.5	43	17	6
Science	29.8	1	25	8	28.2	7	26	8	18.5	34	22	7
Social Science	28.1	6	28	12	27.4	10	29	12	17.3	45	31	5

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Climate for Learning

Safety

Date safety plan updated: 8/14/09

Date safety plan last reviewed with staff: 8/14/09

Code Red Training: Nov. 11, 2009

The Willow Glen High School staff and community value the safety of our students and ensure that the Willow Glen campus a safe and nurturing environment for all students. Safety and positive learning climate resources include individual and group-counseling services, off-duty San Jose police on campus daily, district trained campus supervisors, yearly student workshops such as Breaking Down the Walls and Expect Respect, SST Trainer, community-based organizations, and annual revision/publication of the school discipline plan and the Staff/Student/Parent Handbook. Willow Glen High School participated in Code Red Training on 11/9/09.

The Safety Plan is updated, discussed and reviewed by faculty annually and approved by the School Site Council. The Safety Plan is a component of a focus group for WASC accreditation in 2005-06 as well as the Continuous Improvement Plan that is reviewed and updated annually.

Homework

The 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 Pinnacle 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 teachers and tutors, is available weekdays until 6:00 p.m. Teachers are available to students for academic assistance and one-to-one support. The Goodwill Assets program works in collaboration with the Willow Glen staff to provide a comprehensive extended day school program available for all students on a daily basis.

Discipline

Staff, parents, and students developed our school discipline plan, which compliments the District Parent and Student Handbook. 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. Grade level assemblies are also held the first Friday of the school year to review school wide discipline expectations. Willow Glen High is transitioning into the PBIS (Positive Behavior Intervention System) for the 2009-2010 school year, adding the focus on Responsibility, Attitude, and Maturity.

Suspensions and Expulsions—3 year comparison

	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Rate of Suspensions	16.3%	13.5%	17.9%	12.6%	13.6%	11.8%
Rate of Expulsions	0.5%	0.5%	0.6%	0.2%	0.2%	0.2%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

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 are confident, who are recognized for accomplishments, who attend school regularly, and who 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, scholar-ships, sports awards, California Scholarship Federation, National Honor Society, Associated Student Body, clubs, and our attendance incentive program

Facilities

Willow Glen High School is a fifty-year-old community landmark rich in history and tradition. 2001-2002 facility projects included new heating and air conditioning, new roofing, adding some additional buildings and fresh interior and exterior paint on the existing buildings. 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. A school beautification day for staff, students, parents, and community is held twice yearly. Bathroom renovations were completed at the close of 2005. New windows throughout the school as well as new sports fields, softball and baseball diamonds, and P.E. locker rooms will be completed in early 2007. The 2007-2008 school year saw the opening of the Mickey Long Community Center, which houses two high school classrooms, one middle school classroom, an art gallery, and kitchen and conference room. The 2008-2009 school saw the renovations of the W wing, former shop and audio classes, in a variety of areas creating state of the art classrooms. The Fall 2010 will be the opening of the new Science wing at Willow Glen High School.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems Gas leaks, Mechanical/HVAC, Sewer		✓			There were 2 deficiencies in this area. Heating/AC vents in W wing rest-rooms need to be cleaned.
Interior Interior surfaces			✓		There were 14 deficiencies in this area. They included the need to replace missing light covers, dust classrooms that required high dusting, missing ceiling tile or water damaged ceiling tile in rooms Q203, R106, R104, R103, R101 and cafeteria.
Cleanliness Overall cleanliness, Pest/Vermin Infestation		✓			There were 2 deficiencies in this area. Football bleachers need to be cleaned. Outside eating area needs to be power washed.
Electrical			✓		There were 14 deficiencies in this area. V wing elevator permit expired. All other deficiencies were for the need to replace burned out light bulbs or replace/repair non-working banks of lights.
Restrooms/Fountains Restrooms, Sinks/Fountains	✓				
Safety Fire safety, Hazardous Materials	✓				
Structural Structural Damage, Roofs		✓			There were 3 deficiencies in this area. Bleachers beginning to rot on football field. Plastic eating tables need repair in outside eating area. Snack shack kitchen area has cracked wall.
External Playground/School grounds, Windows/Doors/ Gates/Fences		✓			There was 1 deficiency in this area. Lock broken in room 2109.

Overall Summary of School Facility Good Repair Status as of September 5, 2009

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	60	58	58	1503
Without Full Credential	4	8	5	77
Teaching Outside Subject Area of Competence	1	2	0	0
<p>This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.</p>				

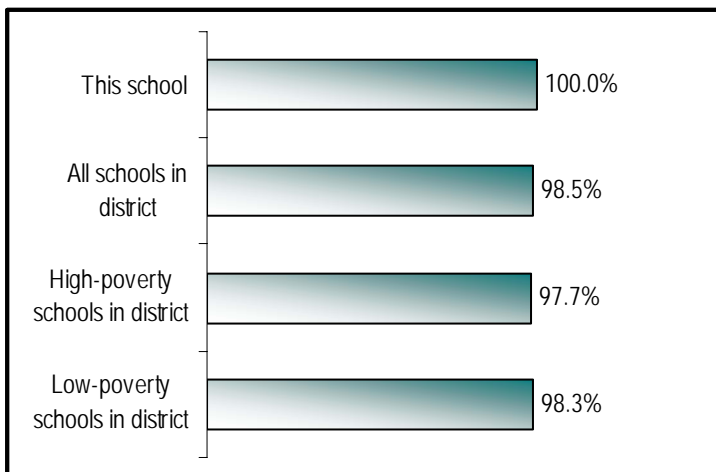


Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	0	2	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	0	2	0
<ul style="list-style-type: none"> Teacher misassignments (teachers assigned without proper legal authorization) Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). 			

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

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/>.

Evaluating/Improving Teachers

One of the WGHS Administrative Team goals is to engage in walk-through classroom observations each week, providing teachers with on-going feedback and support. The walk-through process allows the administration to create a snapshot on any given day of the classroom experience at Willow Glen that is then shared with the staff. Administrators then support teachers in reflecting on their own practice. Each new teacher is provided a Beginning Teacher Support coach and/or an individual PAR Coach. All temporary and probationary teachers are evaluated formally three times yearly, in accordance with the SJTA Contract timelines. The 2009-2010 school year will see teachers engaging in data protocol work to align instruction with student data. Each teacher will engage in a one-on-one conversation with one of the administrators around results of their Benchmark Assessments and student achievement.

Professional Development

Team Willow Glen, department chairpersons, gathers school-wide data and designs the year's professional development plan. 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. Every effort is made to honor all requests for professional development opportunities. All staff meetings focus on the sharing of Best Practices and Instructional strategies.

Professional development is on going for all staff members. Teachers attend conferences, workshops, and trainings throughout the year, that they deem necessary for professional growth. There are three Staff Development Days for all staff members that focus on student data, instructional strategies, school climate and the school action plan. Willow Glen High School and Willow Glen Middle School work in department teams to articulate a 6-12 vision for all courses. Meetings take place during staff development time and focus on the use of data to improve student achievement. Administrators attend monthly meetings with a professional development component. Classified staff participates in separate District workshops as well as some staff in-service opportunities.

A variety of opportunities for support is 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 share best practices. A contracted employee provides technology assistance for the various software programs utilized by teachers. Teachers meet monthly in course-alike groups to develop pacing maps and benchmark assessments as well as to evaluate and discuss student achievement.

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.

Support Staff

Willow Glen High School has 1.0 FTE Academic Counselor, along with support from the Fischer Foundation at UC Berkeley, and CAL SOAP program.

Curriculum

Reading and Writing

Required 9th, 10th, and 11th grade standards-aligned courses ensure that all students have a reading/writing skills pathway to successful post-secondary coursework. In tenth grade Accelerated English and AP World History provide additional challenges “above and beyond” the regular reading/writing and social studies 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. CAHSEE writing preparation is woven throughout the 9th and 10th grade English curriculum. Willow Glen has three, double period, Reading Intervention (SRA Reading Program) courses for students who are reading at the far below basic level. A writing lab is also in place to support students transitioning from intervention courses to mainstream English courses.

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/BC and AP Statistics – that meets the student’s academic needs and post-secondary plans. All Algebra 1 and Geometry teachers adhere to the district standards aligned pacing maps while participating in the district benchmark assessments program. There are two Algebra I courses offered for students far below basic in Math and needing interventions.

Science

All students take a minimum of 3 years of Science aligned with the State standards

The traditional sequence is biology, chemistry, and physics.

Electives of Physiology, Conceptual Physics, Honors Physics, and Engineering Science

AP science courses offered are AP Biology and AP Chemistry

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

10th World History and Cultures (including 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

11th-12th grade Psychology elective is available.

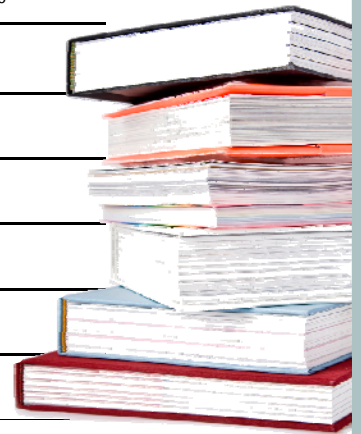
Textbooks

All texts are recommended by the District’s Curriculum division and approved by the School Board to ensure 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 text meets the requirements of the Williams Settlement.

All students have access to textbooks and other instructional materials in each core subject. All students have a textbook that can be taken home daily. Many classrooms have partial to full class sets of primary text as well as supplemental texts and materials.

PERCENT OF PUPILS WHO LACK SUFFICIENT TEXTBOOKS AND INSTRUCTIONAL MATERIALS IN CORE CURRICULUM AREAS

Reading/Language Arts	0%
Mathematics	0%
Foreign Language	0%
Science	0%
History-Social Science	0%
Health	0%
Science Laboratory Equipment (grade 9-12)	0%



A list of textbooks and adoption dates is available at:

http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

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, Jazz Singers, and theatrical productions. Math and Science students have opportunities to continue accelerated coursework begun in Middle School. The University Express Program affords students the opportunity to earn up to 30 college credits through a rigorous and challenging series of high school courses.

Small Learning Communities

Willow Glen High School will continue to implement Small Learning Communities in the ninth grade, for English, Geography, and Biology. The ninth grade staff works collaboratively, with common prep periods, common classroom plans and release and planning time to ensure student success. Students may be regrouped through out the year to assist teachers in meeting the needs of all students. Curriculum will include instruction in CAHSEE standards as well as the State Content Standards. The team of students will participate in two college tours throughout the year. Student goal setting and self-reflection are imbedded in the program.

At-risk students

The Outreach counselor holds parent conferences to allow parent-student-teacher-administrator teams to address the needs of an at-risk student. A team of tenth grade teachers has developed an intensive two-week test preparation course focused on the CAHSEE. Seniors who have not passed the CAHSEE are offered a six-hour pre-session prior to each test administration as well as being offered a twenty-five hour Saturday or after-school Academy. All parents are encouraged to use the district supported Pinnacle Internet Viewer allowing them to access their students grades daily. The Student Assistance Resource Team (START) meets weekly, facilitated by the Outreach Coordinator, to monitor intervention and support plans for students referred by staff and parents. Academic interventions are also in the six-period day including a Writing lab, Reading intervention courses and Algebra interventions.

English language learners

English Learners are placed by our ELD Coordinator in appropriate core ELL, SDAIE, or primary language classes according to their CELDT/LAS scores. The ELD coordinators provides 3 periods of resource teacher time to assist both EL staff and students. There is also an ELL 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 student tutors. All ELL students enroll in SDAIE classes that provide instruction that aligns to state standards by using sheltered instructional techniques. Students scoring at CELDT 1-2 are offered a two-hour block of time to master Algebra 1 standards.

Students with disabilities

WGHS hosts four Resource Specialist classes, three Special Day Classes, and an Autism class. A full-time instructional associate is also assigned to each special education 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. The Special Education program has significant changes with full inclusion in all grade levels for all RSP students. The goal at Willow Glen and SJUSD is that all RSP students are fully included, with support through case management, throughout their high school careers.

Special Education students have Individual Education Plans designed to support the academic growth. These plans are updated annually with parents/guardians and include accommodations and modifications in program and instruction to facilitate the student's success. Special education students are mainstreamed into regular education classes as appropriate and as stipulated in their IEP.

After-school programs

WGHS offers extended day courses, in a variety of subjects, that assists credit deficient students earn missing credits toward graduation.. Ninth grade students may participate in an intensive five-week writer's workshop that will prepare them for the CAHSEE as well as for the rigors of the University Express program. A five-week SAT prep course is offered on our campus at no charge to students. In addition, all students have access to an online SAT preparation course. .

Tutoring

The Assets Center has tutors in English and Spanish Monday through Friday from 2 to 6 p.m. in the Media Center. Two Goodwill adult tutors are available to students as well as CALSOAP counselors who tutor ninth graders. Parents may receive weekly reports on their student's attendance through the Homework Center Coordinator.

Peer tutoring

A special service project of the Key Club, WGHS uses upperclassmen as student tutors in the classroom, during lunch and in the homework center

School Finances (Fiscal Year 2007-2008)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	\$9,562	\$4,257	\$5,304	\$66,288
District	\$9,503	\$4,045	\$5,458	\$69,741
Percent Difference - School Site and District	0.62%	5.24%	-2.82%	-4.95%
State			\$5,512	\$65,905
Percent Different - School Site and State			-3.77%	0.58%

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at <http://www.cde.ca.gov/ds/fd/cs/>.

Types of Services Funded

San José Unified School District spent an average of \$9,784 per student in the 2007-08 school year, compared to \$9,045 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$292,027,676. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,165	\$42,065
Mid-Range Teacher Salary	\$74,634	\$67,109
Highest Teacher Salary	\$90,708	\$86,293
Average Principal Salary (Elementary)	\$110,863	\$107,115
Average Principal Salary (Middle)	\$114,513	\$112,279
Average Principal Salary (High)	\$123,169	\$122,532
Superintendent Salary	\$251,999	\$216,356
Percent of Budget for Teacher Salaries	37.80 %	39.40 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen.

Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Language Learners	Students with Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

The CAPA and CMA are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at [<http://star.cde.ca.gov>] <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at [<http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>] <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	42	43	45	48	51	54	43	46	50
Mathematics	21	24	26	46	48	50	40	43	46
Science	36	38	47	42	50	52	38	46	50
History-Social Science	32	36	50	39	43	49	33	36	41

California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science	History-Social Science
African American	21	14	38	48
American Indian or Alaska Native	*	*	*	*
Asian	72	60	80	82
Filipino	58	31	69	53
Hispanic or Latino	31	18	33	36
White (not Hispanic)	70	39	69	71
Male	41	25	48	55
Female	51	29	46	44
Economically Disadvantaged	26	17	34	35
English Learners	7	10	11	11
Students with Disabilities	13	10	13	30
Students Receiving Migrant Education Services	17	7	21	15

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results for All Students—Three-Year Comparison

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English Language Arts	49.6	50.9	51.3	57.9	61.5	59.7	48.6	52.9	52.0
Mathematics	50.4	46.9	55.0	61.1	59.9	61.3	49.9	51.3	53.3

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

CAHSEE Results by Student Group—Most Recent Year.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	48.7	24.5	26.8	45.0	34.2	20.8
Male	54.3	24.5	21.2	44.6	33.3	22.1
Female	40.3	24.5	35.3	45.7	35.5	18.8
African American	47.1	29.4	23.5	44.4	44.4	11.1
American Indian or Alaska Native	*	*	*	*	*	*
Asian	7.1	64.3	28.6	0.0	42.9	57.1
Filipino	18.2	45.5	36.4	36.4	63.6	0.0
Hispanic or Latino	65.1	19.8	15.1	59.6	29.8	10.6
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	26.4	25.5	48.1	24.0	36.5	39.4
English Learners	77.2	17.9	4.9	70.2	26.4	3.3
Socioeconomically Disadvantaged	68.6	18.3	13.0	59.9	32.3	7.8
Students Receiving Migrant Education Services	94.4	5.6	0.0	72.2	27.8	0.0
Students with Disabilities	97.1	0.0	2.9	87.5	9.4	3.1

Percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period

Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	4	5	5
Similar Schools	5	6	5

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All students at this school	10	12	13	718
Hispanic or Latino	19	21	-2	646
White (Not Hispanic)	9	8	30	817
Socioeconomically disadvantaged	15	18	6	641
English Learners	9	12	-9	580
Students with Disabilities	-52	81	-18	469

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.		

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	21.2
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.8	32.6	34.0

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tq/pfi/>.

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. In no case shall any group score be reported that

School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Dropout Rate (1-year)	2.5	2.6	1.8	2.7	2.9	2.4	3.5	4.4	3.9
Graduation Rate	90.6	84.0	92.7	90.8	85.6	86.1	83.4	80.6	80.2

Completion of High School Graduation Requirements

Group	Graduating Class of 2009	
	School	District
All Students	71.4%	70.0%
African American	54.5%	70.2%
American Indian or Alaska Native	n/a	68.0%
Asian	100.0%	92.4%
Filipino	n/a	78.7%
Hispanic or Latino	63.2%	55.7%
Pacific Islander	n/a	58.8%
White (not Hispanic)	85.0%	82.5%
Socioeconomically Disadvantaged	63.1%	65.8%
English Learners	31.5%	32.4%
Students with Disabilities	42.1%	42.3%



Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-2009 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

Note: "N/A" means that the student group is not numerically significant. (less than 10)

Courses for University of California and/or California State University Admission

This table displays for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found on the Dataquest web site at <http://dq.cde.ca.gov/dataquest/>.

	Percent
Students Enrolled in Courses Required for UC/CSU Admission	70.3
Graduates Who Completed All Courses Required for UC/CSU Admission	36.9

College Admission Test Preparation Program

Resources available at the school are a College and Career Center, college counseling and partnerships with UC Santa Cruz and UC Berkeley. 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. Individual assistance is provided to all seniors while they complete the college application process.

UCCP and University Express Programs

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. Classes range from a full course of study in English, Mexican American Culture, Oral Communication, and Film Studies. Our highly motivated, self-directed learners may enroll in online AP courses offered through the University of California Program – UCCP. These students earn college credit with a score of three or higher on the AP exam.

Workforce Preparation Programs

Students 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.

Drop Out Prevention Programs

Academic "safety-net" programs include seventh period credit recovery courses, English, Science, Social Science and credit recovery classes through PASS program. Willow Glen High offers CAHSEE prep classes, also offered, to prepare students for the California High School Exit Exam. Willow Glen has a team of outreach staff members that work with students and parents, including making home-visits and referrals to outside agencies as needed. The Student Assistance Resource Team (START) meets weekly, facilitated by the Outreach Coordinator, to monitor intervention and support plans for students referred by staff and parents. For students with chronic attendance problems, there is the mandatory AIM (Attendance Improvement), program after school.

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	3	N/A
All courses	9	3.4



Career Technical Education Programs

San Jose Unified School District has a Joint Powers Agreement with the local Regional Occupational Center, Central County Occupational Center/Metropolitan Education District (CCOC/MetroEd). CCOC is a consortium of six school districts offering exciting and effective job training classes in one unique facility. High school advisors recommend students for CCOC placement. Students are bused to and from their home school daily, attending CCOC for three hours in conjunction with their regular high school studies. CCOC course offerings are primarily those that require special facilities and equipment normally not available or economically feasible at any one school. However, each of the comprehensive high schools in SJUSD has ROP courses offered on its campus. These courses vary by school and for up-to-date information, the school needs to be contacted.

Measure	School	District
Number of students participating in CTE	457	3,291
Percent of pupils completing a CTE program and earning a high school diploma		77%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education.		84%

Each high school's sequence of courses varies and changes according to staff availability, student enrollment, and employment trends. As an example, one high school in SJUSD, a technology magnet, has the following strands:

- Multimedia/Advanced Multimedia
- Drafting and Advanced Drafting
- Woods/Woods Advanced/Construction Class offered at CCOC

Currently, the following ROP courses are offered at SJUSD high schools (these courses are subject to variation year-to-year):

Broadway High School	Child Development
Gunderson High School	Video Production
	Multimedia Design Level 1 and 2
	Construction Technology
	Drafting Level 1 and 2
Leland High School	Animation
	Computer Applications
	Media Arts
	Multimedia Design Level 1 and 2
Lincoln High School	Commercial Photography
	Multimedia Design Level 1 and 2
Pioneer High School	Construction Technology
	Multimedia Design Level 1 and 2
	Multimedia Design/Yearbook
San Jose High Academy	Commercial Photography
	Computer Applications
Willow Glen High School	Commercial Photography
	Multimedia Design Level 1 and 2
	Multimedia Design/Yearbook

In addition to these career pathways, SJUSD also has an Engineering Career Pathway using the Project Lead the Way (PLTW) curriculum operating at San Jose High Academy and Leland High School. This is a nation-wide, highly-respected curriculum introducing high school students to engineering.

SJUSD has a Career/Vocational Counselor who presents CCOC opportunities to all sophomores and interested juniors and seniors in SJUSD. This is done through presentations at each comprehensive high school. In addition, the counselor is housed at CCOC and monitors the progress of each SJUSD student enrolled at CCOC. Each comprehensive high school offers extended counseling support to students for career and post-secondary planning.

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

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

CCOC currently offers courses to SJUSD students:

Automotive Technology

- Auto Body Repair and Refinishing
- Brakes and Alignment
- Engine Repair and Transmissions
- Truck Mechanics
- Tune-Up and Electrical Systems

Building Technology

- Air Conditioning/Refrigeration/Heating
- Carpentry
- Electrical Maintenance

Business Technology

- Managerial Accounting
- Office Assistant
- Small Business Management

Engineering/Industrial Technology

- Computer-Aided Drafting
- Computer Technology Careers
- Metals Technology/Welding
- Precision Machining

Health & Community Service

- Dental Assisting
- Forensic Investigation
- Health Occupations
- Law Enforcement
- Medical Assistant
- Medical Office Careers
- Probation & Legal Careers
- Veterinary Assistant

Hospitality

- Baking and Catering
- Culinary Arts

Visual Arts

- Animation
- Graphic Design
- Interior Design
- Multimedia
- Video Production

For additional information, contact the district office or speak with the school principal.

San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Public Engagement.

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<http://www.sjUSD.org>

Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.