



Willow Elementary School

11733 E. 205th Street • Lakewood, CA 90715 • (562) 229-7910 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



ABC Unified School District

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**Assistant Superintendent,
Academic Services**

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**Assistant Superintendent,
Business Services
Chief Financial Officer**

Dr. Gina Zietlow
**Assistant Superintendent,
Human Resources**

School Description

Willow Elementary continues to flourish and grow and become a place where ALL students learn, achieve success and are Willow WISE - "We're Inspired to Succeed Every day"! Our mission is to provide students with a safe, positive and welcoming learning environment that focuses on rigorous academics, social-emotional wellness, and personal leadership. Our vision is for Willow students to embrace a growth mindset and become innovative thinkers, clear communicators and collaborators, 21st-century leaders and life long learners so that they are college and career ready AND college and career-bound! As an AVID Elementary school, our instructional framework centers on WICOR strategies: Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn so that students are prepared for success in their elementary, middle and high school years. Our hope is that students will be able to see college as a viable option for their future. We are excited to be able to serve as an AVID Showcase school in the 2019-2020 school year.

Willow continues to provide 21st-century learning experiences for all students, grades TK-6th. Students attend the STEAM Enrichment Lab where they engage in hands-on activities centered on the Next Generation Science Standards. Students have the opportunity to use their critical thinking and problem-solving skills as they work through STEAM concepts using the engineering design process. All students also attend the Technology/Media Lab, where they not only learn about computer basics (keyboarding and word processing), they also learn about digital citizenship and cybersafety as well as learn the art of coding and computer science. Students also create multimedia presentations as a synthesis of their learning. In addition, we are proud to offer all students 1:1 access to Google Chromebooks. The 1:1 mobile device program allows our students to engage in the 4 C's as they collaborate and communicate ideas with their peers. Students also utilize their critical thinking skills and creativity as they participate in project-based learning units. Technology is an instructional tool that allows teachers to make learning meaningful, engaging and innovative! The Willow staff continues to strive to use technology in ways that allow for more effective communication with our parents, families, and community.

Willow prides itself on being a safe, positive and welcoming school. We continue to implement our school-wide PBIS framework (Positive Behaviors Interventions and Supports) to ensure that all students learn and do well academically, behaviorally, and social-emotionally. In order to achieve this goal, we have established school-wide behavioral expectations called the "PAWS" – Practice safety, Accept responsibility, Work hard, Show respect. Students do a great job demonstrating the "PAWS" and earn special PAWBUCKS that they can redeem at the Willow WISE store. Willow also has monthly Spirit Days to celebrate the fun in school. Students have morning fitness daily and also participate in Flash Mob Fridays where the entire school dances at the weekly Willow WISE Spirit Assembly.

Parent and community partnerships are also vital to help in Willow's growth and success. We provide several Parent University workshops for parents and host Family Nights each trimester. Willow also has an active PTA that helps with fundraising. We also engage with the local community and enlist their support for our school-wide activities.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	62
Grade 2	58
Grade 3	58
Grade 4	62
Grade 5	56
Grade 6	69
Total Enrollment	434

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.4
Asian	7.4
Filipino	4.8
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	1.2
White	1.2
Two or More Races	0.9
Socioeconomically Disadvantaged	90.1
English Learners	42.6
Students with Disabilities	18.2
Foster Youth	0.9
Homeless	2.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Willow Elementary	17-18	18-19	19-20
With Full Credential	18	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for ABC Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	18
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Willow Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Types of Services Funded

The total district expenditures for all school sites for FY 2018-19 was \$238,852,566.89- The district spent \$8,145.82 per student. 61.89 cents of every dollar went to teacher salaries and 15.84 cents was spent for administration. The remainder 22.27 was for district support (instructional assistants, books, materials, supplies, equipment, student support staff, curriculum support, transportation, maintenance and operations of school buildings, grounds maintenance).

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students have equal access to state adopted, standards aligned textbooks and other instructional materials. Funds are appropriated according to the textbook adoption cycle. Additional supplemental materials are purchased and made available to students. All instructional materials are aligned to the standards and available for each student.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 McGrawHill: HM Reading: ELA/ELD:McGrawHill Reading, Wonders, A Reading/Language Arts Program. K-6 McGrawHill: ELA:Maravillas, (Spanish) Reading Intervention: Reading Wonderworks Reading Intensive Intervention: The Sonday System The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-6 Pearson: enVision Math, CA Common Core The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 Macmillan/McGraw Hill: California Science Gr. 6 Pearson/Prentice Hall: Focus on Earth Science Gr 6: SCIENCE: STEMscopes: STEMscopedia 6th Grade, CA Edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman: History-Social Science California(Kinder:Learn & work; Grade 1- Time & Place; Grade 2: Then & Now; Grade 3:Our Communities; Grade 4: Our California; Grade 5: Our nation Gr. 6 McDougal Littell: World History: Ancient Civilizations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-6: Glencoe/McGraw Hill: Health: Teen health, Course 1 K-3: Health Wave, Inc: Health Promotion Wave 4-5:Harcourt Brace: Healthy You Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at this school. Custodial Supervisors perform regular site inspections. ABC Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 05/04/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None needed
Interior: Interior Surfaces	Fair	None needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None needed
Electrical: Electrical	Fair	None needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	None needed
Structural: Structural Damage, Roofs	Good	None needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None needed
Overall Rating	Good	All the above areas were repaired and/or addressed. Overall condition of the school can be described as good.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	50	54	66	66	50	50
Math	33	36	54	55	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.3	7.3	9.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	241	99.18	54.36
Male	124	124	100.00	46.77
Female	119	117	98.32	62.39
Black or African American	18	17	94.44	58.82
Asian	18	17	94.44	82.35
Filipino	--	--	--	--
Hispanic or Latino	186	186	100.00	52.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	220	218	99.09	53.67
English Learners	140	139	99.29	48.92
Students with Disabilities	60	60	100.00	26.67
Students Receiving Migrant Education Services	14	14	100.00	21.43
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	243	99.59	35.80
Male	125	125	100.00	31.20
Female	119	118	99.16	40.68
Black or African American	18	17	94.44	41.18
Asian	18	18	100.00	72.22
Filipino	--	--	--	--
Hispanic or Latino	187	187	100.00	31.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	220	99.55	35.00
English Learners	140	140	100.00	29.29
Students with Disabilities	60	60	100.00	20.00
Students Receiving Migrant Education Services	14	14	100.00	28.57
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are very supportive of the educational program at Willow Elementary School. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and that comply with ABC's Strategic Plan Goals.

Parents are encouraged to participate at Willow Elementary School in a variety of learning and leadership opportunities.

- PTA
- School Site Council
- Volunteering in classrooms/school activities
- Volunteering in the Parent Room
- Student Success Teams
- English Language Advisory Committee
- Parent Workshops and Parent University
- Parent-Teacher Conferences
- Family Nights

The School Site Council, consisting of school staff, parents, and community members, is the major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness of the various programs in relation to student achievement, and to act as a liaison between the community and the school. The members of the School Site Council approve the School Plan for Student Achievement and all categorical budgets.

Parent University workshops covering a variety of topics such as AVID, NGSS & STEM, Health & Wellness, Academic Achievement, and Parenting Skills are offered for parents throughout the year.

The Willow staff seeks to work collaboratively with the parents of all students and issues a warm welcome to all.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

School Safety Plan

Willow Elementary School provides a safe, clean environment for students, staff and volunteers. The school in consultation with the Los Angeles County Office of Education has developed a comprehensive Safe School Plan. The safety plan provides students and staff with procedures ensuring a safe and orderly learning environment.

The plan includes:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures: routing and emergency
- Notification to teachers
- Sexual harassment policy
- Provision of a school-wide dress code
- Safe ingress and egress of pupils and school employees to and from school
- Safe and orderly school environment
- School rules and procedures

Willow Elementary School is a closed campus. During school hours, the entrance is secured to ensure that visitors check in with the office. All visitors are required to sign in and wear visitors' badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visits are restricted at certain times such as STAR testing, during lunch, breaks, before and after school. Supervisors and teachers monitor both students and the campus as a whole.

The school evaluates the plan annually and updates it as needed with the approval of the School Site Council. An updated copy is available to the public in the school office.

Date approved by School Site Council: March, 2019

Date last reviewed by school staff: October, 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.6	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.9	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25	1	2		25	1	2		23	1	2	
1	24		2		30		2		28		2	
2	26		2		26		2		28		2	
3	27		2		22	1	2		27		2	
4	32		2		29		1		28		2	
5	31		2		30		3		26		2	
6	24	1	2		25	1	2		27	1	2	
Other**	9	1							12	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	15	20	22

Willow actively seeks opportunities for professional growth to provide effective instruction with a focus on student learning. Staff members work collaboratively to determine the school's needs (based on student data) and take direction from District and State requirements when establishing professional development goals for the school year. Teachers participate in the following professional learning opportunities provided by the district: implementation of district adopted curriculum (California Wonders ELA, Pearson EnVision Math), ELA and Math Instructional Rounds/Coaching, designated/integrated ELD, writing, Instructional technology and integration (TIP) and Positive Behavior Interventions & Supports (PBIS). The Willow staff also collaborates bi-weekly in grade level teams to discuss data, strategies, and best practices. All teachers (TK-6th) have also been training in AVID Elementary, a college readiness system that is focused on increasing rigor in classrooms to help bridge the achievement gap and prepare ALL students for college readiness.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,310	\$51,374
Mid-Range Teacher Salary	\$76,353	\$80,151
Highest Teacher Salary	\$103,681	\$100,143
Average Principal Salary (ES)	\$126,865	\$126,896
Average Principal Salary (MS)	\$126,865	\$133,668
Average Principal Salary (HS)	\$145,416	\$143,746
Superintendent Salary	\$243,357	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6159	550.95	5607.60	81096
District	N/A	N/A	6155	\$82,836.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.3	0.5
School Site/ State	-23.8	2.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.