

Willow Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|----------------------------|
| School Name | Willow Elementary School |
| Street | 1427 South Willow |
| City, State, Zip | Glendora, Ca, 91740-5826 |
| Phone Number | 626-914-5839 |
| Principal | Karen Goss |
| Email Address | kgoss@cousd.net |
| Website | www.cousd.net |
| County-District-School (CDS) Code | 19-64378-6012140 |

| Entity | Contact Information |
|-----------------------|-----------------------|
| District Name | Charter Oak Unified |
| Phone Number | Covina, CA 91724-1227 |
| Superintendent | Jeffrey Jordan |
| Email Address | jjordan@cousd.net |
| Website | www.cousd.net |

School Description and Mission Statement (School Year 2019-20)

WILLOW SCHOOL MISSION STATEMENT

The mission of Willow Elementary School is to provide a caring and cooperative learning environment which offers each child the opportunity to develop individual intellectual skills, creative talents and social abilities that prepare them for success beyond elementary school.

Inherent in this mission is the belief that all students, regardless of individual differences, can learn; that schools make a difference and that teachers and parents who are committed to this belief provide the most successful learning experiences.

DISTRICT MISSION STATEMENT

The Charter Oak Unified School District, in collaboration with our families and community, provides a balanced, quality educational experience that meets the physical, intellectual and emotional needs of all students. Our focus is providing students with the skills needed to adapt to a changing world, equipping them for college, career, and life choices. We offer a rigorous and comprehensive education that meets the individual academic needs of our students and prepares them to be socially responsible adults who make positive contributions to a global community. We embrace individual differences and create safe learning environments in which education, integrity, and character are our cornerstones.

DISTRICT VISION STATEMENT

Charter Oak Unified School District is the leading district in the San Gabriel Valley with outstanding employees that offer exemplary programs and services which attract and retain students and their families.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 45 |
| Grade 1 | 55 |
| Grade 2 | 48 |
| Grade 3 | 48 |
| Grade 4 | 48 |
| Grade 5 | 55 |
| Grade 6 | 56 |
| Total Enrollment | 355 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.4 |
| Asian | 2.3 |
| Filipino | 3.4 |
| Hispanic or Latino | 68.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 18.6 |
| Two or More Races | 3.4 |
| Socioeconomically Disadvantaged | 52.4 |
| English Learners | 9.3 |
| Students with Disabilities | 16.6 |
| Foster Youth | 1.1 |
| Homeless | 18 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 17 | 17 | 18 | 206 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

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

Year and month in which data were collected: November 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------|--|
| Reading/Language Arts | Benchmark Education Benchmark Advance | Yes | 0.0% |
| Mathematics | MacMillan/McGraw-Hill Go Math | Yes | 0.0% |
| Science | Scott Foresman California Science | Yes | 0.0% |
| History-Social Science | Harcourt Brace Reflections | Yes | 0.0% |
| Health | Scott Foresman California Science | Yes | 0.0% |
| Visual and Performing Arts | SRA Art Connections and MacMillan/McGraw-Hill Spotlight on Music | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2018

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |
| Overall Rating | 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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 60 | 50 | 51 | 55 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 54 | 49 | 43 | 46 | 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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 199 | 195 | 97.99 | 2.01 | 49.74 |
| Male | 109 | 107 | 98.17 | 1.83 | 42.99 |
| Female | 90 | 88 | 97.78 | 2.22 | 57.95 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 131 | 128 | 97.71 | 2.29 | 44.53 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 40 | 39 | 97.50 | 2.50 | 61.54 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 109 | 105 | 96.33 | 3.67 | 41.90 |
| English Learners | 29 | 26 | 89.66 | 10.34 | 34.62 |
| Students with Disabilities | 37 | 36 | 97.30 | 2.70 | 11.11 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 33 | 31 | 93.94 | 6.06 | 35.48 |

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 199 | 198 | 99.50 | 0.50 | 49.49 |
| Male | 109 | 108 | 99.08 | 0.92 | 46.30 |
| Female | 90 | 90 | 100.00 | 0.00 | 53.33 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 131 | 130 | 99.24 | 0.76 | 43.08 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 40 | 40 | 100.00 | 0.00 | 60.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 109 | 108 | 99.08 | 0.92 | 43.52 |
| English Learners | 29 | 29 | 100.00 | 0.00 | 41.38 |
| Students with Disabilities | 37 | 36 | 97.30 | 2.70 | 8.33 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 33 | 33 | 100.00 | 0.00 | 33.33 |

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 14.3 | 17.9 | 1.8 |

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.

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)

Parent participation and involvement is an integral part of student success at Willow Elementary School. A highly active Parent Teacher Association (PTA) coordinates many activities, programs, and events that directly support the school's instructional program. PTA members provide a true sense of community purpose and direction centered toward the education of students at Willow Elementary School. Fundraisers support field trips, assemblies, and student incentives.

Parents also have the opportunity to serve on the Willow School Site Council that meets monthly to review the School Site Plan, instructional goals, upcoming activities and school focus. Families of students who are English language learners meet monthly at an English Language Advisory Committee (ELAC) where school information and student achievement are discussed.

Classroom instruction is augmented by a large group of parent volunteers. Parents who wish to participate in Willow Elementary School's PTA, School Site Council (SSC), English Language Advisory Committee (ELAC), and other school committees or become a volunteer may contact Karen Goss, Principal at (626) 914-5839.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.5 | 0.2 | 0.0 | 3.4 | 2.8 | 2.4 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern at Willow Elementary School. All visitors must check in at the school office and wear identification badges while on school grounds. During recess, lunch, before and after school administration, teachers, and staff members monitor the campus to ensure student safety throughout the school day. Willow's Emergency Preparedness Plan is included in the Student/Parent Handbook available online and at the beginning of each school year. The plan includes steps for ensuring students and staff safety during a disaster. Campus safety is the number one priority. The school principal conducts earthquake, fire, lock downs, and other emergency drills on a regular monthly basis in accordance with the site disaster plan. An Emergency bin contains emergency supplies, first aid kits, food, water, and rescue equipment in a central location on the school campus. The School Site Safety Plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

The Emergency Preparedness Plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the School Site Safety Plan include strategies and programs that will provide and maintain a high level of school safety, an assessment of current school safety on campus and at school functions, and procedures related to the compliance of existing laws as they affect school safety. Safety procedures and elements of the School Site Safety Plans are reviewed with staff annually at the start of every school year.

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.

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 | | 2 | | 21 | 1 | 2 | | 23 | | 2 | |
| 1 | 23 | | 2 | | 25 | | 2 | | 26 | | 2 | |
| 2 | 26 | | 2 | | 24 | | 2 | | 23 | | 2 | |
| 3 | 23 | | 2 | | 24 | | 2 | | 24 | | 2 | |
| 4 | 34 | | | 2 | 33 | | | 1 | 32 | | 1 | |
| 5 | 19 | 1 | | 1 | 35 | | | 2 | 22 | 1 | 1 | 1 |
| 6 | 23 | 1 | 2 | | 21 | 1 | 1 | 1 | 21 | 1 | 2 | |
| Other** | 8 | 1 | | | 10 | 1 | | | 5 | 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.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 710.0 |

*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 FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | .6 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site | 7961.11 | 1723.36 | 6237.75 | 85228.22 |
| District | N/A | N/A | 8167.37 | 87898.28 |
| Percent Difference - School Site and District | N/A | N/A | -26.8 | -3.1 |
| State | N/A | N/A | 6849.49 | 77190.00 |
| Percent Difference - School Site and State | N/A | N/A | -9.3 | 9.9 |

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.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general fund monies, during the 2017-18 school year Willow Elementary School received funding for state and federally funded special programs to supplement the core instructional program. Program support by categorical funding include the following:

Lottery
Title I

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|--------------------|--|
| Beginning Teacher Salary | \$43,385 | \$46,208 |
| Mid-Range Teacher Salary | \$79,178 | \$72,218 |
| Highest Teacher Salary | \$104,384 | \$92,742 |
| Average Principal Salary (Elementary) | \$117,295 | \$134,864 |
| Average Principal Salary (Middle) | \$133,203 | \$118,220 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (High) | \$125,411 | \$127,356 |
| Superintendent Salary | \$222,429 | \$186,823 |
| Percent of Budget for Teacher Salaries | 34% | 33% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 10 | 10 |