

# **Willow Grove Union 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Willow Grove Union Elementary School
<b>Street</b>	11655 Airline Hwy
<b>City, State, Zip</b>	Paicines, CA 95043
<b>Phone Number</b>	(831) 628-3256
<b>Principal</b>	Linda Smith
<b>Email Address</b>	principalpaws4@yahoo.com
<b>Website</b>	sbcoe.org
<b>County-District-School (CDS) Code</b>	35-67579

Entity	Contact Information
<b>District Name</b>	Willow Grove Union Elementary School District
<b>Phone Number</b>	(831)628-3256
<b>Superintendent</b>	Linda Smith
<b>Email Address</b>	principalpaws4@yahoo.com
<b>Website</b>	www.sbcoe.org

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

Willow Grove Union School District is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 10-18 students over the past few years. For the 2019-20 school year, we are starting the year with 11 students attending the school. The district has approximately eighty-five percent English Language Learners and ninety percent low income students. The single school district currently employs two credentialed teachers.

As a Kindergarten to 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment Program exam or Advance Placement (AP) exams, offer A-G classwork or Career Technical Education (CTE) Pathways as defined by the State of California, or receive a California Department of Education (CDE) calculation for graduation rate, and dropout rate. These metrics are not used in our LCAP. However, we direct our teaching towards each student to enable them to successfully matriculate to high school and be prepared to pass the CAHSEE, EAP, A-G/CTE courses, and graduate high school.

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

Grade Level	Number of Students
<b>Grade 1</b>	3
<b>Grade 2</b>	1
<b>Grade 3</b>	3
<b>Grade 4</b>	2
<b>Grade 6</b>	2
<b>Grade 7</b>	1
<b>Grade 8</b>	1
<b>Total Enrollment</b>	13

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
<b>Asian</b>	7.7
<b>Hispanic or Latino</b>	84.6
<b>White</b>	7.7
<b>Socioeconomically Disadvantaged</b>	61.5
<b>English Learners</b>	76.9
<b>Foster Youth</b>	7.7
<b>Homeless</b>	23.1

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	2	2	2	2
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: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, California Journeys, 2017, K-6, 7-8	Yes	0
Mathematics	Macmillian/McGraw-Hill; GO Math 2015, K-6 Glencoe/McGraw-Hill Math and Algebra Readiness, 2008, 6-8.	Yes	0
Science	Macmillian/McGraw-Hill, California Sciences, 2008, K-6 Glencoe/McGraw-Hill, Glencoe Science Focus On, 2007, 6-8	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Macmillian/Mcgraw Hill, California Vistas, 2007 K-6 Glencoe/Mcgraw-Hill Glencoe; Discovering Our Pasts, 2006, 6-8	Yes	0
<b>Health</b>	Macmillian/McGraw-Hill Health and Wellness, 2005, K-8	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school facility is inspected on a routine and ongoing basis by the school staff and independent inspectors. The staff uses the Facility Inspection Tool (FIT) which was developed by the State of California. The FIT evaluates the condition of school facilities resulting in ratings of good, fair or poor. Data collected from the most recent inspections, conducted in school year 2019-2020, resulted in a rating of “good” meaning that the overall facilities are maintained in a manner that assures that they are clean, safe and functional with some areas needing minor repairs.

Recently completed facility improvement:

Change of lighting and fixtures in all rooms under Prop. 39 plan. (Energy efficient)

Further Improvements under Proposition 39 for more effective usage of energy will include:

Solar panels

### 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:** 8/15/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	See Section IV: School Facilities. Planned facility improvements under Prop 39.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	--	--	--	--	50	50
<b>Mathematics (grades 3-8 and 11)</b>	--	--	--	--	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
<b>All Students</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities					
Students Receiving Migrant Education Services					
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.

### 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	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners	--	--	--	--	--
Students with Disabilities					
Students Receiving Migrant Education Services					
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.

## 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			

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)

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The Willow Grove Board of Trustees recognizes that the district is a vital part of the whole community and seeks to involve not only parents but the larger community in its life. We firmly believe that parent/community involvement is essential to the success of the district, the school, the staff, the students and the vitality of the community. Parents and community members are invited, encouraged and welcome to participate in all aspects of the school and district.

Willow Grove district is governed by a 5-member school board comprised of parent and/or community members elected by the Willow Grove voters or appointed by the Local Board. The School Board follows and implements the tenants of the California School Board Association, the California Department of Education, and the laws and regulations governing public schools. The School Board holds monthly public meetings. A calendar of meetings is published and sent out to the parents and posted for the larger community. Reminders of meetings are sent to parents monthly. Agendas of meetings are published and posted to encourage parent/community involvement in governance issues.

The School Site Council (SSC) is a formal committee made up parents/ community members, principal, and staff. The School Site Council meets regularly primarily to discuss issues related to student achievement and to make recommendations to the School Board for school improvements. SSC meetings are announced in the monthly calendar, agendas are posted, and parents are encouraged to participate. In 2015-16 onward, the SSC meetings were expanded to include a Parent Teacher Organization for fundraising and other functions not covered by the SSC.

Adult education events are provided by the district every year to increase parent/community involvement; to increase understanding of the education process; and to provide assistance to parents in helping their children learn. In addition to adult education events, parents and community members are invited to attend student events which showcase student achievement and provide parent discussion times as a group, such as Open House, Parent Teacher Planning for the School, a Holiday Program and a Spring End of Year gathering. This year parents are also invited to participate in family learning activities such as Family Math Night, in which children and their parents work together on solving math challenges, Science Night, during which students and their parents conduct hands-on science experiments together. Events are often held in the evening and a full dinner, snack or a desert are arranged to make it easier for parents and community members to attend. In addition, a monthly newsletter is sent home with a calendar of events for the upcoming month (fields trips, parent nights, vacation times etc.). Parents are involved in the decision making regarding the school year calendar to facilitate better attendance with the families' travels outside of the regular school days.

To facilitate parents' involvement in their child's education, two (Fall /Spring) formal parent/teacher conferences are held whereby teachers and parents can discuss areas of achievement and concern. Parents are kept informed regarding their child's progress and other school activities on a weekly basis through communication sent home in the "Thursday Folder." In the Thursday Folder, parents received announcements of upcoming events, important reminders, permission slips, their child's class work for the week, etc. There is also a place on the progress report for parent response and feedback. Teachers have daily informal verbal communication with parents during drop off and pick up times.



## 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
<b>Suspensions</b>	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.5	3.5
<b>Expulsions</b>	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)

The School Safety Plan is reviewed annually by the School Safety Committee. The School Safety Plan undergoes a review and revision in the summer of each school year. The School Safety Plan, including safety rules, regulations and procedures, are kept in a binder in the office. The principal and or designee trains staff members on those rules, regulations, and procedures annually and is responsible for implementation of the Safety Plan. Key elements of the School Safety Plan include the following:

- Disaster preparedness and procedures, (includes fire, earthquake, and other potential disasters/emergencies)
- Evacuation preparedness & procedures
- “Lockdown” preparedness & procedures
- Emergency/Disaster Equipment
- Safety Training for staff
- Storing, using, and handling hazardous materials
- Inspections of school facilities and grounds
- Violence Prevention
- Child abuse reporting
- School Rules
- Health policies
- Contagious disease preparedness & procedures
- Field trip safety procedures

The principal, administrative manager, a parent and a member of the School Board currently serve on the Willow Grove School Safety Committee. A law enforcement officer, the Fire Marshall and an adviser from Public Health Department serve as consultants to the committee.

## 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					8	1						
6	3	1										
Other**	10	1							6	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	\$25,655.	\$961.00	\$24,694.00	\$68,105.
District	N/A	N/A	\$24,694.00	\$50,500.00
Percent Difference - School Site and District	N/A	N/A	0.0	29.7
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	106.8	4.8

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)

Programs and supplemental services provided at the school through categorical funds and other sources include the following: Intervention Teacher, field trips, supplementary materials in core subjects; student intervention materials; professional development/coaching, books for guided reading, Science camp, Math and Reading computer programs. Basic services include the text adoption and associated materials and classroom libraries for all grades and students. Basic services also include assessment programs, science supplies for experiments and math manipulatives, software and tech support, supplies for Visual and Performing Arts program, materials for Health/alcohol/ drug/ tobacco education and equipment for P.E program

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,000	\$45,252
Mid-Range Teacher Salary	\$54,000	\$65,210
Highest Teacher Salary	\$59,860	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$0	\$124,686
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	7%

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	3	3	4

During the last three years, the major areas of focus for staff development have been math, reading, and science. Student work samples and assessment results were used to determine the need for professional development in these three areas. In addition, teachers expressed a desire to increase their content knowledge in math, technology and science and to learn the most effective strategies for teaching in all three areas. As a result of training the following improvements have been made to the instructional program: 1.) the assessment program consists of assessing students every 6-8 weeks where results are used for teacher planning and instruction; 2.) a leveled reading program, guided reading and a new Language Arts Program as the primary mode of reading instruction for all grades; 3.) Chrome books are used in all classes for student instruction and most assessments.

- Teachers and administrator participated in the following professional development activities:
- Monthly Rural Principals Meetings 2017-18, 2018-19, 2019-2020
- ELPAC Training 2017-18, 2018-19, 2019-2020
- State Dashboard training 2017-18, 2018-19, 2019-2020
- Twice monthly meetings for LPAC/LPLN 2017-18, 2018-19, 2019-2020
- County Technology Workshops 2015-16, 2017-18
- State and/or County NGSS workshop 2017-18, 2018-19, 2019-2020
- Language Arts Adoption training 2017-18, 2018-2019
- Footsteps Program training 2018-19, 2019-2020
- STAR 360 (Renaissance) Assessment training 2016-17, 2017-18, 2019-2020
- ST Math Program Training 2017-18
- Instructional Planning and in-class coaching with Teacher and Coach 2016-17, 2017-18, 2018-19, 2019-2020

Teachers received most of their staff development training at school or county workshops (prior to school starting, release time, early days or at conferences). Teachers are given several days per year for educational planning including input and collaboration with the administration. Teachers are formally observed and evaluated annually by a specialist assigned by the San Benito County of Education using the California State Standards for the Teaching Profession. Together, the teacher and evaluator set improvement goals based on the initial observation. The goal of Willow Grove's professional Development Plan is the continual growth of the teacher knowledge and skills in order to more effectively meet the needs of their students.

Professional development was extended to the clerical staff this year for Aires program and CALPADS trainings.