

# Willow Grove Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Willow Grove Elementary School
<b>Street</b>	14727 Via Azul
<b>City, State, Zip</b>	San Diego, CA 92127
<b>Phone Number</b>	858-674-6300
<b>Principal</b>	Amy Huff
<b>E-mail Address</b>	ahuff@powayusd.com
<b>Web Site</b>	<a href="http://www.powayusd.com/wges">http://www.powayusd.com/wges</a>
<b>CDS Code</b>	37682960116764

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
E-mail Address	dojohnson@powayusd.com
Web Site	www.powayusd.com

### School Description and Mission Statement (School Year 2018-19)

Willow Grove Elementary School first opened its doors to students on August 19, 2008. Our motto, ***Inspiring and Ensuring Learning for Each Student***, is a reflection of our school’s Mission and Vision. We presently serve 835 preschool through fifth grade students. Willow Grove is an inviting school, both inside and out. Tile murals of *Character Counts!* traits can be found on walls throughout the school’s buildings. State of the art technology is available in each of the thirty-five classrooms with interactive white boards, document cameras, wireless sound systems, LCD projectors, and Apple TVs. The five classroom buildings, which include two Critical Skills classrooms, surround an outdoor amphitheater with space for the entire student body and parents to assemble for our monthly all-school Friday Flag meetings and special events. The sixth building, the administrative building, houses a computer lab with thirty-five Chromebook work stations, resource support and speech classrooms, a library, the main school offices, a multi-purpose room with a stage that doubles as a classroom for band and orchestra as well as our preschool and Extended School Services (ESS) programs. An artificial turf field sits in the northwest corner and is used for games and physical fitness instruction. Four portables serve as classrooms for Music, Resource Support, Science Enrichment, and Counseling/Student Services Assistance.

The facility is only surpassed in beauty by the heart of its students, staff, and families. Our mascot, decided upon by student vote, is the Grizzly Bear. Grizzly Pride is evident on campus every day. Students and staff show their pride by following the **Three Grizzly Ground Rules**: *Respect yourself, Respect others, and Respect the environment.*

The student body at Willow Grove is comprised of 56% Caucasian, 23% Asian, 10% Hispanic, 2% Filipino, 1% African American, 6% Two or More Races, and 2% Nondeclared. Twelve percent of our students participate in the free and reduced lunch program. Seventeen percent of our students are classified as English Learners, with more than twenty-two languages spoken in our families’ homes. Willow Grove is very proud to serve the varying cultures represented in our community.

Willow Grove was founded on five principles, which we call our **five roots**. They are:

- **Professional Learning Community**- Committed to working and learning together to ensure the success of all students,
- **Rigor, Relevance, and Relationships (The Three R’s)**- Committed to all students learning through rigorous instruction, individual ownership of learning, making connections between classroom learning and the global community, and establishing caring relationships among students, staff, families, and local businesses,
- **State of the Art Technology**- Committed to integrating technology into lesson implementation, thereby enhancing instruction, student motivation, and, ultimately, student learning,
- **Cultural Proficiency**- Committed to interacting with one another, our students and their parents, and our community in a culturally proficient way through knowing our own values, traditions, and backgrounds, and recognizing and respecting the cultures of others, and
- **College Readiness**- Committed to our district’s strategic vision of “College Readiness for All – Gateway to Our Students’ Future.”

Willow Grove is proud of our accomplishments and the recognition we have received in recent years. Of our thirty-three teachers, three are Nationally Board Certified and twenty-five have master’s degrees. A majority of our teachers are engaged in the District sponsored Teaching and Learning Cooperatives (TLC), participating in intensive professional development throughout the year that requires new learning, application of content, and reflection on effectiveness of student learning. Our teachers are sought out by District directors to be teacher leaders. Many facilitate TLCs or other District professional development. As a Professional Learning Community school, we received the honor of participating in *Learning Forward’s Learning School Alliance* during 2009 – 2010. In 2012, we were selected as a California Distinguished School. Our school has been the recipient of six district and one national *Character Counts!* video awards. From 2010 - 2013, a second grade classroom won the *ExploraVision* science competition and represented our state at the national competition in Washington, D.C. Three of our teachers have been top ten *San Diego County Teachers of the Year*. In 2016, we were selected as a California Gold Ribbon School, and, in 2018, we were again selected as a California Distinguished School.

One of the greatest strengths of our school is our firm belief that all students can learn. Teachers hold themselves accountable for the success of each child and are committed to closing the achievement gap for all student groups. They set high academic and behavioral expectations for all students and empower them to meet these expectations. Grade levels are deeply involved in establishing goals focused on every student's growth. Student achievement data is regularly analyzed during professional learning time and grade level instructional planning meetings to identify achievement gaps for all student groups and individual students. To meet the needs of these students, grade level and cross-grade level teams collaborate to set goals and develop highly-detailed **Instructional Plans** grounded in our **Response to Instruction and Intervention (RtI<sup>2</sup>)** model. Habits for future success are embedded in teachers' instruction through the explicit development of problem solving, critical thinking, self-monitoring, persistence, and responsibility. Critical Skills students are mainstreamed to access grade level curriculum. School-wide, students are taught how to set personal academic goals and monitor their own progress.

Another outstanding strength of our school is the strong working relationship between its staff and parent community. Willow Grove's Foundation and PTA serve to expand and enrich our students' educational experiences. Our Foundation supports us with many programs such as music, P.E., math enrichment, science and engineering, as well as academic intervention. Our PTA supports our *Character Counts!* program, running club, field trips, family nights, Internet Safety training by San Diego Police Foundation for students and parents, a school garden, and much more. Parents volunteered with over 16,000 hours in classrooms and for special school events last year alone. We value parents as our partners.

Each day Willow Grove's students, staff, and parents work together to ensure a safe and positive environment where all students can learn and reach their highest potential. The synergy that exists between staff and the parent community is excellent. Our staff reflects daily on its work and how it influences student learning. Willow Grove Elementary School is an outstanding place for all to learn.

**Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	130
Grade 1	109
Grade 2	132
Grade 3	134
Grade 4	124
Grade 5	132
<b>Total Enrollment</b>	<b>761</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	25.5
Filipino	1.4
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.5
White	48.8
Socioeconomically Disadvantaged	11.4
English Learners	17.6
Students with Disabilities	12.7
Foster Youth	0.0

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	29	34	34	1625
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 6/29/2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

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

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 09/22/2018		
System Inspected	Repair Status	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	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/22/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Poor	Roofs need to be replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 09/22/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	81.0	82.0	74.0	74.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	82.0	83.0	66.0	67.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	385	381	98.96	82.15
<b>Male</b>	202	200	99.01	78.00
<b>Female</b>	183	181	98.91	86.74
<b>Black or African American</b>	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	92	89	96.74	88.76
Filipino	--	--	--	--
Hispanic or Latino	46	46	100.00	54.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	201	200	99.50	83.50
Two or More Races	35	35	100.00	94.29
Socioeconomically Disadvantaged	48	48	100.00	60.42
English Learners	68	66	97.06	71.21
Students with Disabilities	56	56	100.00	57.14

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	382	98.2	83.25
Male	204	200	98.04	82.5
Female	185	182	98.38	84.07
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	92	90	97.83	94.44
Filipino	--	--	--	--
Hispanic or Latino	46	46	100	63.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	205	200	97.56	82
Two or More Races	35	35	100	94.29
Socioeconomically Disadvantaged	48	48	100	60.42
English Learners	68	67	98.53	73.13
Students with Disabilities	59	55	93.22	65.45

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.9	31.3	52.7

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.

**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 2018-19)**

Willow Grove recognizes that parent involvement is vital to our success. To that end, Willow Grove is proud to host two highly active parent organizations, our Willow Grove Parent Teacher Association (PTA) and our Willow Grove Educational Foundation (WGEF). Both of these organizations were chartered before our school even opened and are relentless about enhancing educational programs in alignment with our school's mission and vision. The WGEF has raised more than \$200,000, providing Impact, PE, Music, Math Enrichment, Science Enrichment, and Computer Resource teachers as well as technology support such as Apple TV, mobile Chromebook carts, iPads, and web-based programs and apps. Our PTA has coordinated approximately fifty programs such as assemblies, a book fair, Family Movie Night, STEAM Night, a running club, a school garden and much more. In addition to our parent organizations, we are grateful for our parent volunteers who support our instructional program on a daily basis and PTA sponsored events. They log thousands of hours each year. We are also grateful for our relationship with our business partner, Dr. Noelle Moser, a local orthodontist, who has donated funds and sponsored school wide events with great enthusiasm.



## 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.4	0.3	1.2	1.3	1.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Our Comprehensive School Site Safety Plan is reviewed and updated annually as well as when needed throughout the year. Fire, disaster, lock down, and earthquake drills are carried out throughout the year based on district expectations. After each drill, staff is encouraged to share feedback for improvement. Based on staff feedback, steps for improvement are taken if needed. For continuous improvement in our school safety practices, our Safety Committee meets on a tri-monthly basis to review staff feedback regarding drills and to monitor safety goals for the year.

Our School Safety Team met on 10-12-18 to review and update our School Safety Plan. This plan was shared with and agreed upon by staff on 10-19-18. Our Safety Plan goals include: all staff will follow lockdown procedures as well as make judgments on appropriate options for the safety of themselves and their students through professional development in Options-based Training, ensure students' safety awareness and skills through participation in a safety assembly, an anti-bullying assembly, Internet Safety assembly (5th grade only) and safety instructions from our Resource Officer, and ensure all gates are closed and locked by 9:00 a.m. to support safety for students and staff. In addition, a Parent Education Night will take place in the spring of 2019 with a focus on Internet Safety and current trends in drug use.

## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	5		24		6		24		6	
1	26		4		26		4		24		4	
2	27		4		27		4		26		5	
3	24		5		26		5		26		5	
4	32		2	2	32		4		30		3	1
5	29		5		27	1	2	2	45	1	3	2
Other	8	2			8	1			8	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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.75	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist (non-teaching)	1.8	N/A
Other	.4	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,654.41	1,026.01	5,628.40	\$70,537.72
District	N/A	N/A	7349.46	\$78,935
Percent Difference: School Site and District	N/A	N/A	-26.5	-11.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-23.5	-13.5

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 2017-18)**

The district’s general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,903
Mid-Range Teacher Salary	\$83,106	\$74,481
Highest Teacher Salary	\$101,917	\$98,269
Average Principal Salary (Elementary)	\$131,931	\$123,495
Average Principal Salary (Middle)	\$143,470	\$129,482
Average Principal Salary (High)	\$151,598	\$142,414
Superintendent Salary	\$287,500	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

**Professional Development (Most Recent Three Years)**

Research supports the positive effects professional development has on increasing student learning. All teaching staff is afforded the opportunity to participate in district and site professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of technology in teaching and learning, critical reading, writing, science, and mathematics strategies that support implementation of the California State Standards, effective use of assessments, positive discipline in-services, and cultural proficiency training. Teachers and the principal are actively involved in professional development activities at the school and district level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and are recognized by the Poway Unified School District when they earn NBCT status.

Willow Grove operates as a Professional Learning Community, with embedded professional learning during the work day. In the spring of every year the Willow Grove staff identifies an instructional focus area to study for the upcoming school year. Last year we focused on delving deeper into the California ELA Standards and instructional strategies that support implementation of these standards as well as increasing our knowledge, skills and implementation of the Next Generation Science Standards (NGSS). This year our learning focus is around the implementation of our District's newly adopted ELA curriculum and CORE assessments as well as continuing to refine our implementation of the NGSS. Not only do we set aside three half-day site-based professional growth days per year for learning together, we also meet twice a month to collaborate, whole staff or in grade level teams, around our instructional focus areas (ELA and NGSS Standards). We study instructional strategies and share with each other best practices for implementation. We have partnered with our District ELA TOSA for 10 hours of professional learning with a focus on the implementation of our District's newly adopted ELA curriculum. In addition, teachers are using their X-Ploration Days and FLEX time to collaborate with colleagues to increase their expertise in their implementation of ELA curriculum and NGSS.