

# Willow Grove Elementary School

## 2021 School Accountability Report Card

A hard copy of the School Accountability Report Card is available upon request in the school office.

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

<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>Email Address</b>	ahuff@powayusd.com
<b>School Website</b>	www.powayusd.com
<b>County-District-School (CDS) Code</b>	37682960116764

## 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	cdonnelly@powayusd.com
<b>District Website Address</b>	www.powayusd.com

## 2021-22 School Overview

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 810 preschool through fifth grade students. Willow Grove is an inviting school, both inside and out. Tile murals of *Character Counts!* traits and student handprints called *Grizzly Paw Print Tiles* can be found on walls throughout the school's buildings. State of the art technology is available in each of the thirty-one classrooms with document cameras, wireless sound systems, and LCD projectors. The five classroom buildings, which include three Critical Skills classrooms, surround an outdoor amphitheater with space for the entire student body and parents to assemble. Our monthly all-school Friday Flag meetings and special events are held in this amphitheater. The sixth building, the administrative building, houses three resource classrooms, one speech classroom, a library, the main school offices, a multi-purpose room with a stage as well as our preschool and Extended School Services (ESS) programs. Our band and orchestra classes are taught in the multi-purpose room. An artificial turf field sits in the northwest corner and is used for games and physical fitness instruction. Four portables serve as classrooms for two third-grade classes, Science Enrichment/Impact services, and ESS after school.

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 40% Caucasian, 29% Asian, 14% Hispanic, 3% Filipino, 1% African American, 12% Two or More Races, and 1% Nondeclared. All students are able to participate in the free and reduced lunch program this year due to the impact of the worldwide pandemic on families as a whole. Eleven 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,

## 2021-22 School Overview

- **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 (staff, students, parents, community) in a culturally proficient way through knowing our own values, traditions, and backgrounds, and recognizing and respecting the cultures of others.
- **College Readiness-** Committed to our district's strategic vision of "Creating culture and conditions to empower world-class learners."

Willow Grove is proud of our accomplishments and the recognition we have received over the years. Of our thirty-seven teachers, three are Nationally Board Certified and twenty-nine 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. 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 2012 and 2018 we were selected as a California Distinguished School.

One of the greatest strengths of our school is our firm belief that each and every student 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 highly successful **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, curiosity, communication skills, perseverance, and responsibility. School-wide, students are taught how to set personal academic goals and monitor their own progress. Our Critical Skills students are mainstreamed to access grade level curriculum and engage in learning with their peers.

In addition, in spring of 2021 Willow Grove received certification as a "No Place for Hate" school and we are in the process of recertifying our "No Place for Hate" designation. The representatives on this committee consist of teachers, staff, and parents. In October all of our students participated in a schoolwide pledge for "No Place for Hate." Throughout the year, three schoolwide activities will be implemented. These activities will improve our knowledge, skills and strategies to promote inclusion, honor diversity, and take a stand for social justice and anti-bias. The first activity was in November and the focus was on bullying and inclusivity. The second activity is planned for February and the third lesson in April. As a school community, we are very proud to be pursuing our "No Place for Hate" certification.

Another outstanding strength of our school is the strong working relationship between its staff and parent community. Willow Grove's Educational Foundation and PTA serve to expand and enrich our students' educational experiences. Our Educational Foundation supports us with many programs such as Eco -Art, P.E., math enrichment, science and engineering lessons as well as academic intervention. Our PTA supports such programs and activities as our *Character Counts!* program, safety improvements, field trips, family nights, Internet Safety training by San Diego Police Foundation for students and parents, Love & Logic Training by the Love & Logic Institute for staff and parents, kindness and empathy promotion assemblies, and much more. Parents volunteered over 10,408 hours in classrooms and for special school events. 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	128
Grade 2	128
Grade 3	128
Grade 4	124
Grade 5	129
Total Enrollment	764

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	29.1
Black or African American	0.9
Filipino	3.4
Hispanic or Latino	14.4
Two or More Races	12.3
White	39.8
English Learners	10.9
Homeless	1.7
Socioeconomically Disadvantaged	12.6
Students with Disabilities	13.1

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	9/9/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<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

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.

**Year and month of the most recent FIT report**

01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Downspouts need to be replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	386	NT	NT	NT	NT
<b>Female</b>	202	NT	NT	NT	NT
<b>Male</b>	184	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	104	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	54	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	51	NT	NT	NT	NT
<b>White</b>	168	NT	NT	NT	NT
<b>English Learners</b>	29	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	14	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	45	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	386	NT	NT	NT	NT
Female	202	NT	NT	NT	NT
Male	184	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	104	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	54	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	51	NT	NT	NT	NT
White	168	NT	NT	NT	NT
English Learners	29	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	45	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	394	380	96.40%	3.60%	88.90%
Female	207	199	96.10%	3.90%	90.50%
Male	187	181	96.80%	3.20%	87.30%
American Indian or Alaska Native	*	*			
Asian	104	99	95.20%	4.80%	96.00%
Black or African American	*	*	75.00%	25.00%	100.00%
Filipino	*	*	100.00%	0.00%	85.70%
Hispanic or Latino	54	54	100.00%	0.00%	81.50%

<b>Native Hawaiian or Pacific Islander</b>	*	*	50.00%	50.00%	100.00%
<b>Two or More Races</b>	50	49	98.00%	2.00%	87.80%
<b>White</b>	173	167	96.50%	3.50%	87.40%
<b>English Learners</b>	30	27	90.00%	10.00%	66.70%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	*	*	87.50%	12.50%	71.40%
<b>Military</b>	*	*	100.00%	0.00%	100.00%
<b>Socioeconomically Disadvantaged</b>	49	45	91.80%	8.20%	80.00%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	63	57	90.50%	9.50%	66.70%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	394	380	96.40%	0.30%	87.40%
<b>Female</b>	207	199	96.10%	0.50%	86.90%
<b>Male</b>	187	181	96.80%	0.50%	87.80%
<b>American Indian or Alaska Native</b>	*	*			
<b>Asian</b>	104	99	95.20%	1.00%	97.00%
<b>Black or African American</b>	*	*	75.00%	25.00%	100.00%
<b>Filipino</b>	*	*	100.00%	14.30%	100.00%
<b>Hispanic or Latino</b>	54	54	100.00%	1.90%	77.80%
<b>Native Hawaiian or Pacific Islander</b>	*	*	50.00%	50.00%	100.00%
<b>Two or More Races</b>	50	49	98.00%	2.00%	87.80%
<b>White</b>	173	167	96.50%	0.60%	83.80%
<b>English Learners</b>	30	27	90.00%	3.30%	59.30%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	*	*	87.50%	12.50%	85.70%
<b>Military</b>	*	*	100.00%	33.30%	100.00%
<b>Socioeconomically Disadvantaged</b>	49	45	91.80%	2.00%	71.10%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	63	57	90.50%	1.60%	61.40%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	129	NT	NT	NT	NT
<b>Female</b>	70	NT	NT		
<b>Male</b>	59	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	31	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	15	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	17	NT	NT	NT	NT
<b>White</b>	62	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	13	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 supports six grade level Impact teachers, a PE aide, an Art teacher, a Math Enrichment teacher, a Science Enrichment teacher, and technology support such as purchasing Hover Cams, web-based programs, and apps. Our PTA has planned events this year that continue to build school community and foster relationships for families such as a "Kindness" assembly, a Fall Harvest Parade, Cultural Night, a Book Fair, Family Movie Nights and Family Lunches, APEX Fun Run, Parenting with Love & Logic Training, school safety improvements, Book Talks by students, and much more. In addition to our parent organizations, we are grateful for our parent volunteers who support their children's classroom in various ways and help with PTA sponsored events. We are also grateful for our relationship with our business partner, I-Orthodontics, who has donated funds and sponsored school wide events with great enthusiasm.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	811	802	23	2.9
Female	431	427	13	3.0
Male	380	375	10	2.7
American Indian or Alaska Native	0	0	0	0.0
Asian	229	227	7	3.1
Black or African American	9	8	2	25.0
Filipino	29	29	0	0.0
Hispanic or Latino	120	117	8	6.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	101	100	1	1.0
White	320	318	5	1.6
English Learners	99	97	6	6.2
Foster Youth	0	0	0	0.0
Homeless	16	16	4	25.0
Socioeconomically Disadvantaged	111	109	12	11.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	138	130	12	9.2

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.25	0.00	1.43	0.18	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.12	1.02	2.45
<b>Expulsions</b>	0.00	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

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. Ensuring a safe learning environment is Willow Grove's number one priority.

Our School Safety Team met on 10-11-19 and 1-7-20 to review and update our School Safety Plan. This plan was shared with and agreed upon by staff on 9-30-19. Our Safety Plan goals include:

1. All students and staff will engage in activities to address inclusion, diversity, social justice, and bias to create conditions to take a stand against racism.
2. All students will participate in a safety assembly, anti-bullying assembly, Internet Safety assembly (5th grade only) along with receive safety instructions from our San Diego Resource Officer.
3. All PUSD policies and procedures regarding cleaning, sanitizing, and safety will be utilized throughout the school year.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	6	
1	26		4	
2	24		5	
3	26		5	
4	33			4
5	28	1	1	3
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		6	
1	26		5	
2	29		4	1
3	26		5	
4	33		1	
5	33			
6				
Other	10	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	25		5	
2	25		5	
3	25		5	
4	31		3	
5	43		3	2
6				
Other	14	2	1	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1910

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.9
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	2.3

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,492.51	1,304.56	6,187.95	81644.9
District	N/A	N/A	7,997.43	\$84,123
Percent Difference - School Site and District	N/A	N/A	-25.5	-3.0
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-30.8	-3.6

## 2020-21 Types of Services Funded

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. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,682	\$50,897
<b>Mid-Range Teacher Salary</b>	\$78,590	\$78,461
<b>Highest Teacher Salary</b>	\$107,628	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$140,850	\$131,863
<b>Average Principal Salary (Middle)</b>	\$147,568	\$137,086
<b>Average Principal Salary (High)</b>	\$160,950	\$151,143
<b>Superintendent Salary</b>	\$305,509	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	35%	32%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

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, social emotional support, 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, our focus was around increasing our expertise in the implementation of our District's ELA curriculum and CORE assessments as well as continuing to refine our implementation of the NGSS. This year our teachers continued with their Professional Development over the summer focusing on technology and how to use it effectively both virtually and in the classroom along with how to use Canvas as their learning platform, and the different apps to use to engage their students in learning. Prior to the start of the school year, a half day was set aside for training on i-Ready. This was purchased districtwide to support student growth in the areas of ELA and Math along with providing teachers the ability to monitor each student's individual progress. Additional training on i-Ready has been embedded in teachers' Professional Learning throughout the school year. In addition, we have focused on Professional Learning on racial equity and inclusion and best practices around math fluency. We have also engaged in introductory level learning around Universal Design for Learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	4	

# Poway Unified

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	<a href="mailto:cdonnelly@powayusd.com">cdonnelly@powayusd.com</a>
<b>District Website Address</b>	<a href="http://www.powayusd.com">www.powayusd.com</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18814	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9760	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3249	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03	99.97	--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18813	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9759	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3248	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03		--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.