

Willow Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	cdeclercq@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

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 809 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 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, Engineering, Science Enrichment, and Counseling.

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 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. Our principal serves on the PUSD English Language Arts Leadership Team. 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 were top ten *San Diego County Teachers of the Year*. In 2016, we were selected as a California Gold Ribbon 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**

2) 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, and much more. Parents volunteered with over 15,000 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. 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 2015-16)

Grade Level	Number of Students
Kindergarten	132
Grade 1	123
Grade 2	112
Grade 3	121
Grade 4	131
Grade 5	145
Total Enrollment	764

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	22.8
Filipino	2.6
Hispanic or Latino	10.5
Native Hawaiian or Pacific Islander	0.3
White	56.3
Two or More Races	5.9
Socioeconomically Disadvantaged	10.6
English Learners	17.3
Students with Disabilities	12.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	32	34	29	1468
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	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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
Science	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
History-Social Science	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 ample and 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RUBBER PLAY SURFACE IS IN NEED OF REPAIR. SCHOOL IS IN EXCELLENT CONDITION. FIELD & GROUNDS ARE IN GOOD CONDITION.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/26/17				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	80	84	72	75	44	48
Mathematics	84	83	65	67	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	124	123	99.2	81.3
	4	134	129	96.3	80.6
	5	148	141	95.3	90.8
Male	3	58	57	98.3	77.2
	4	73	69	94.5	73.9
	5	84	80	95.2	90.0
Female	3	66	66	100.0	84.8
	4	61	60	98.4	88.3
	5	64	61	95.3	91.8
Asian	3	32	32	100.0	84.4
	4	30	29	96.7	96.5
	5	33	31	93.9	93.5
Hispanic or Latino	3	12	12	100.0	66.7
	4	16	16	100.0	68.8
	5	13	13	100.0	76.9
White	3	72	71	98.6	81.7
	4	77	73	94.8	75.3
	5	86	81	94.2	93.8
Socioeconomically Disadvantaged	3	12	12	100.0	33.3
	4	13	13	100.0	61.5
	5	19	16	84.2	75.0
English Learners	3	15	15	100.0	40.0
	4	18	17	94.4	35.3
	5	16	13	81.3	46.1
Students with Disabilities	3	15	14	93.3	71.4
	4	23	21	91.3	52.4
	5	18	16	88.9	68.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	124	122	98.4	87.7
	4	134	131	97.8	83.2
	5	148	143	96.6	78.3
Male	3	58	57	98.3	91.2
	4	73	71	97.3	84.5
	5	84	80	95.2	78.8
Female	3	66	65	98.5	84.6
	4	61	60	98.4	81.7
	5	64	63	98.4	77.8
Asian	3	32	32	100.0	93.8
	4	30	30	100.0	93.3
	5	33	32	97.0	84.4
Hispanic or Latino	3	12	12	100.0	66.7
	4	16	16	100.0	62.5
	5	13	13	100.0	69.2
White	3	72	70	97.2	88.6
	4	77	74	96.1	82.4
	5	86	82	95.3	76.8
Socioeconomically Disadvantaged	3	12	12	100.0	66.7
	4	13	13	100.0	61.5
	5	19	17	89.5	41.2
English Learners	3	15	15	100.0	66.7
	4	18	18	100.0	72.2
	5	16	15	93.8	33.3
Students with Disabilities	3	15	13	86.7	76.9
	4	23	22	95.7	77.3
	5	18	16	88.9	31.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91	96	92	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	147	144	98.0	91.7
Male	84	82	97.6	91.5
Female	63	62	98.4	91.9
Asian	32	31	96.9	100.0
Hispanic or Latino	13	13	100.0	84.6
White	86	84	97.7	91.7
Socioeconomically Disadvantaged	19	18	94.7	72.2
English Learners	15	14	93.3	57.1
Students with Disabilities	18	17	94.4	58.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.9	19.3	69.7

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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 additional teachers called Impact teachers, PE, Music, Math Enrichment, Science Enrichment, Engineering instructors, technology support including Apple TV, mobile laptops and iPad carts and web-based programs (IXL). Our PTA has coordinated approximately fifty programs such as assemblies, a book fair, Family Movie Night, Science Day, Science Night, a running club, 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. 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Willow Grove continues to implement a school-wide **Positive Behavior Support Plan** in accordance with statutes of the State of California and the PUSD rules of discipline, which parents annually receive. Our Positive Behavior Support Plan is designed to teach students strategies for monitoring their own behavior choices. Our plan is central to the curriculum and classroom experience, educating the whole child, helping to mold students' values, and fostering democratic behaviors among classmates, stressing discipline as education. We want all students to be in charge of their decision-making, with some guidance, and to take responsibility for their choices. The Three Grizzly Ground Rules and behavior expectations make up our Positive Behavior Support Plan and have been in place since 2010. Teachers review school-wide expectations with students using teacher generated lessons that utilize common language, reinforce consistent behavior expectations, and incorporate modeling of appropriate behavior. The principal meets with all students in an assembly at the beginning of the school year and again in the spring to address the Grizzly Ground Rules and Grizzly Behavior expectations, targeting zero tolerance for inappropriate and unsafe behavior.

Willow Grove has a Counselor two days per week and a Student Services Assistant five days per week for three hours per day to support students who need social, emotional and/or behavioral support. Depending on student need, the school counselor either provides one-on-one support or small group support focused on appropriate peer interactions. The Student Service Assistant supports students in making positive choices as well as delivers Second Step Lessons, to all classrooms in grades TK - 3.

If a student requires additional behavioral support, his or her classroom teacher can refer the student to our site's Student Success Strategies Team. This team, comprised of primary and upper grade teachers, administration, and the child's parents come together to develop an individualized plan to support the success of the student.

A *Character Counts!* program has been established to remind students of desirable traits to use when making decisions for actions

and words. Students receive Willow Grove Character Cards for making positive choices and are recognized at our monthly Friday Flag assemblies.

We support our students in learning to make safe, responsible choices when using technology. All teachers teach the three PUSD Digital Citizenship lessons entitled Cyberbullying, Digital Responsibility, and Internet Safety. To support our 5th grade students in making safe choices when using technology, the San Diego Police Foundation does a presentation on Internet safety in the spring. This Foundation also does an Internet safety presentation for our parent community in March.

We employ five trained noon duty supervisors to assure student safety at lunch and recess. Willow Grove staff is vigilant and adamant in preserving a safe, respectful campus climate. Teachers provide supervision before and after school. Low level aggressive behavior is acknowledged, sanctions are respectfully administered, and student behavior is redirected and monitored in a positive direction.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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		21	1	6		22	1	5	
1	28		4		26		4		24		5	
2	28		5		28		4		27		4	
3	28		6		26		5		24	1	4	
4	35			4	28		5		32		2	2
5	28	1	2	3	30		4		29		5	
Other					8	1			8	2		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.6	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist	1.4	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	\$68,269.49
District	N/A	N/A	\$8,962	\$77,791
Percent Difference: School Site and District	N/A	N/A	--	-6.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	--	-6.4

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

Types of Services Funded (Fiscal Year 2015-16)

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—monies from agencies (e.g., federal, state) earmarked for specific services
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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,237	\$45,092
Mid-Range Teacher Salary	\$79,910	\$71,627
Highest Teacher Salary	\$97,997	\$93,288
Average Principal Salary (Elementary)	\$122,843	\$115,631
Average Principal Salary (Middle)	\$138,732	\$120,915
Average Principal Salary (High)	\$131,028	\$132,029
Superintendent Salary	\$305,178	\$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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 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 studied the California ELA Standards. This year our learning focus is to delve deeper into the California ELA Standards and instructional strategies that support implementation of these standards. 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 area (ELA Standards). We study instructional strategies and share with each other implementation practices. We have partnered with an ELA consultant for 10 hours of professional learning with a focus on Close Reading and questioning strategies. In addition, teachers are using their FLEX time to collaborate with colleagues to increase their expertise in their implementation of the California State Standards for ELA and Math.