

Willow Grove Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Willow Grove Elementary School
Street	14727 Via Azul
City, State, Zip	San Diego, CA 92127
Phone Number	858-674-6300
Principal	Amy Huff
Email Address	ahuff@powayusd.com
Website	http://www.powayusd.com/wges
County-District-School (CDS) Code	37682960116764

Entity	Contact Information
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	dojohnson@powayusd.com
Website	www.powayusd.com

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

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 854 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-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 two resource classrooms, two 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 two third-grade classes, Science Enrichment, and Music/Counseling/Student Services.

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. Sixteen 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 (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 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. 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 (RtI²)** 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. Critical Skills students are mainstreamed to access grade level curriculum and engage in learning with their peers. 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 Educational Foundation and PTA serve to expand and enrich our students’ educational experiences. Our Educational Foundation supports us with many programs such as music, P.E., math enrichment, extra counseling support, science and engineering as well as academic intervention. Our PTA supports such programs and activities as our *Character Counts!* program, safety improvements, 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 2018-19)

Grade Level	Number of Students
Kindergarten	157
Grade 1	107
Grade 2	122
Grade 3	132
Grade 4	138
Grade 5	134
Total Enrollment	790

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	25.4
Filipino	1.6
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.4
White	46.2
Two or More Races	9.2
Socioeconomically Disadvantaged	11.3
English Learners	15.8
Students with Disabilities	13.3
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	34	35	1,562
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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
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 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

Year and month of the most recent FIT report: 05/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roofs need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	82	84	74	76	50	50
Mathematics (grades 3-8 and 11)	83	82	67	70	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	394	385	97.72	2.28	83.64
Male	198	189	95.45	4.55	78.84
Female	196	196	100.00	0.00	88.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	92	91	98.91	1.09	92.31
Filipino	--	--	--	--	--
Hispanic or Latino	43	41	95.35	4.65	68.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	195	192	98.46	1.54	82.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	44	43	97.73	2.27	90.70
Socioeconomically Disadvantaged	42	42	100.00	0.00	57.14
English Learners	61	59	96.72	3.28	71.19
Students with Disabilities	72	66	91.67	8.33	60.61
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	394	385	97.72	2.28	81.82
Male	198	191	96.46	3.54	80.63
Female	196	194	98.98	1.02	82.99
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	92	92	100.00	0.00	93.48
Filipino	--	--	--	--	--
Hispanic or Latino	43	41	95.35	4.65	68.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	195	191	97.95	2.05	79.06
Two or More Races	44	43	97.73	2.27	86.05
Socioeconomically Disadvantaged	42	41	97.62	2.38	60.98
English Learners	61	59	96.72	3.28	72.88
Students with Disabilities	72	66	91.67	8.33	62.12
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	3.0	17.4	72.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

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 \$300,000, 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, Cultural Night, a book fair, Family Movie Night, STEAM Night, Running Club, a school garden, school safety improvements, 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, I-Orthodontics, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.3	0.3	1.3	1.6	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 will participate in a safety assembly, anti-bullying assembly, and Internet Safety assembly (5th grade only).
2. All students will receive safety instructions from our San Diego Resource Officer.
3. All staff will consistently wear orange vests while on duty which can involve monitoring the field, playground, or parking lot to ensure that they are visible for students and parents in need of help.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		6		24		6		23	1	6	
1	26		4		24		4		26		4	
2	27		4		26		5		24		5	
3	26		5		26		5		26		5	
4	32		4		30		3	1	33			4
5	27	1	2	2	45	1	3	2	28	1	1	3
Other**	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.

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

Title	Ratio
Academic Counselors*	1975.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	2.0
Other	1.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6,795.69	1,204.18	5,591.51	71,932.86
District	N/A	N/A	7,536.45	\$79,082.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-29.6	-9.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-29.2	-13.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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.

Programs and services that are available at Willow Grove to support our students using our instructional budget, supplemental budgets (EL/EIA), PTA, and Educational Foundation are as follows:

1. IMPACT Teachers
2. Instructional Aides at Kindergarten level
3. Grizzly Club (EL support)
4. Instructional Planning for grade level teams 3 times per year to set and monitor goals and engage in discussion and planning to support students not meeting goals.
5. Physical Education Aide
6. Art program
7. Music program

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,046	\$48,612
Mid-Range Teacher Salary	\$74,420	\$74,676
Highest Teacher Salary	\$101,917	\$99,791
Average Principal Salary (Elementary)	\$131,931	\$125,830
Average Principal Salary (Middle)	\$143,470	\$131,167
Average Principal Salary (High)	\$151,598	\$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$287,500	\$275,796
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

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 we focused on delving deeper into the California Next Generation Science Standards and instructional strategies that support implementation of these standards as well as increasing our knowledge, skills and implementation strategies that support social/emotional growth (Love & Logic, Michele Borba: empathy). This year our learning focus is 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. 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 6 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 to collaborate with colleagues to increase their expertise in their implementation of ELA curriculum and NGSS.