Willow Grove Union Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Willow Grove Union Elementary School
Street	11655 Airline Hwy
City, State, Zip	Paicines, CA 95043
Phone Number	(831) 628-3256
Principal	Linda Smith
Email Address	principalpaws4@yahoo.com
School Website	https://www.sbcoe.org/District/portal/willow-grove-school-home-page
Grade Span	
County-District-School (CDS) Code	35-67579-0000000

2024-25 District Contact Information

District Name	Willow Grove Union Elementary School District
Phone Number	(831) 628-3256
Superintendent	Linda Smith
Email Address	principalpaws4@yahoo.com
District Website	https://www.sbcoe.org/District/portal/willow-grove-school-home-page

2024-25 School Description and Mission Statement

Willow Grove Union School District is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 10-22 students over the past few years in grades TK through 8th grade. For the 2024-25 school year, we are starting the year with 25 students attending the school. The district has approximately 40.7% English Language Learners and 47.8% low income students. The single school district currently employs two credentialed teachers.

As a TK through 8th grade district, we do not administer the California High School Exit Exam (CAHSEE), Early Assessment

2024-25 School Description and Mission Statement

Program exam or Advance Placement (AP) exams, offer A-G classwork or Career Technical Education (CTE) Pathways as defined by the State of California, or receive a California Department of Education (CDE) calculation for graduation rate, and dropout rate. Physical Fitness Testing is administered with a 100% completion rate, but these metrics are not used in our LCAP. However, we direct our teaching towards each student to enable them to successfully matriculate to high school and be prepared to pass the CAHSEE, EAP, A-G/CTE courses, and graduate high school.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	1
Grade 2	3
Grade 3	2
Grade 4	1
Grade 5	6
Grade 6	1
Grade 7	2
Total Enrollment	23

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	60.9
Male	39.1
Non-Binary	--
American Indian or Alaska Native	--
Asian	--
Black or African American	--
Filipino	--
Hispanic or Latino	65.2
Native Hawaiian or Pacific Islander	--
Two or More Races	--
White	34.8
English Learners	26.1
Foster Youth	--
Homeless	8.7
Migrant	4.6
Socioeconomically Disadvantaged	47.8
Students with Disabilities	8.7

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	100.00	2.00	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	2.00	100.00	2.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	100.00	2.00	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	2.00	100.00	2.00	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	100.00	2.00	100.00	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.00	0.00	14303.80	5.15
Total Teaching Positions	2.00	100.00	2.00	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	July 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, California Journeys, 2017, K-6, 7-8	Yes	0
Mathematics	Houghton Mifflin Harcourt, 2017; GO Math 2015, K-6 & CA Mathematics 6-8 Supplemental: ST Math and IXL	Yes	0
Science	Houghton Mifflin Harcourt, 2020: CA Science Dimensions Supplemental: Generations Genius, K-3	Yes	0
History-Social Science	Studies Weekly, 2024, TK-8	Yes	0
Health	Macmillan/McGraw-Hill Health and Wellness, 2008, K-8	Yes	0

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

School Facility Conditions and Planned Improvements

The school facility is inspected on a routine and ongoing basis by the school staff and independent inspectors. The staff uses the Facility Inspection Tool (FIT) which was developed by the State of California. The FIT evaluates the condition of school facilities resulting in ratings of exemplary, good, fair or poor. Data collected from the most recent inspections, conducted in school year 2023-2024, resulted in a rating of 94% meaning that the overall facilities are maintained in a manner that assures that they are clean, safe and functional.

Recently completed facility improvement:
Solar panels added outside for more effective usage of energy and the change of lighting and fixtures in all rooms. (Energy efficient)
Part of the school building was updated to include better flooring, painting, lighting, and new windows. This has allowed for a special place to have some TK activities and a new school Library.

Year and month of the most recent FIT report	10/31/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--	43	--	43	46	47
Mathematics (grades 3-8 and 11)	--	29	--	29	34	35

2023-24 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	7	63.64	36.36	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	7	63.64	36.36	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	--		--		30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

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

Because of our small school size, in 2015-16 onward, the SSC meetings were expanded to include the work of the Parent Teacher Organization for fundraising and other functions not usually covered by the SSC. The interests of Willow Grove School and its students is a whole parent/staff/community member endeavor due to the small nature of this rural school. The School Site Council (SSC) includes the whole school community and is comprised of parents/ community members, principal, and staff. The School Site Council (SSC) meets during the year as a whole school, or in certain cases of illness and other community factors, all parents discuss the agenda issues in small groups. Parents meet to discuss issues related to student achievement, academic goals and to make recommendations to the School Board for school improvements. These meetings are announced in the monthly calendar, agendas are posted, and parents are encouraged to participate.

To facilitate parents' involvement in their child's education, two (Fall /Spring) formal parent/teacher conferences are held whereby teachers and parents can discuss areas of achievement and/or concern. Parents are kept informed regarding their child's progress and other school activities on a weekly basis through communication sent home in the "Thursday Folder" as well as in individual parent meetings. Progress reports include a section for parent response and feedback. Teachers have daily informal verbal communication with parents during drop off and pick up times as needed. Finally, other opportunities for parental involvement include Parent Nights for Math or Reading, student performances, conversations seeking input on issues such as the school calendar, to name just a few.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	23	23		
Female	12	12		
Male	11	11		
Non-Binary	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Black or African American	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	14	14		
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	9	9	--	--
English Learners	10	10	--	--
Foster Youth	0	0	0	0
Homeless	2	2	--	--
Socioeconomically Disadvantaged	10	10		
Students Receiving Migrant Education Services	5	5	--	--
Students with Disabilities	1	0	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0	0	0	0	0	0	3.17	3.6	
Expulsions	0	0	0	0	0	0	0.07	0.08	

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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

* Child abuse reporting procedures
* Disaster procedures
* Suspension and expulsion policies
* Procedures to notify teachers of dangerous pupils
* Discrimination and harassment policies
* School wide dress code polices
* Procedures for safe ingress and egress
* Policies enacted to maintain a safe and orderly environment
* Rules and procedures on school discipline
* Hate crime reporting procedures
* Numerous emergency situation procedures such as fire on campus, bus disaster, flooding, loss of utilities, earthquake, contamination of water or food, armed assault on campus, bomb threat, biological or chemical release.

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

2024-25 School Safety Plan

consultants to the committee. The Plan was last approved by the School Board on December 17, 2024.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	8	2	0	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	8	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	10	2	0	0

2023-24 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	

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	$36,025	$4,652	$31,373	$65,537
District	N/A	N/A	$31,373	$65,537
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$10,771	$79,413
Percent Difference - School Site and State	N/A	N/A	97.8	-19.1

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	$56,175.	$51,352
Mid-Range Teacher Salary	$90,000.	$80,424
Highest Teacher Salary	$115,000.	$103,442
Average Principal Salary (Elementary)		$124,852
Average Principal Salary (Middle)		$135,030
Average Principal Salary (High)		
Superintendent Salary		$145,237
Percent of Budget for Teacher Salaries	30%	26%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

During the last three years, the major areas of focus for staff development have been math, reading, and science. Student work samples and assessment results were used to determine the need for professional development in these three areas. In addition, teachers expressed a desire to increase their content knowledge in math, technology and science and to learn the

Professional Development

most effective strategies for teaching in all three areas. As a result of training the following improvements have been made to the instructional program: 1.) the assessment program consists of assessing students every 6-8 weeks where results are used for teacher planning and instruction; 2.) a leveled reading program, guided reading and the core Language Arts Program as the primary mode of reading instruction for all grades; 3.) Chrome books are used in all classes for student instruction and most assessments. Besides these areas, this year there have been staff development days where the focus has been on social emotional systems of support and vocabulary development.

Teachers and administrator participated in the following professional development activities:

- Monthly Rural Principals Meetings 2020-2021, 2021-2022, 2022-2023, 2023-24, 2024-2025

ELPAC Training 2020-2021, 2021-2022, 2022-2023. 2023-2024, 2024-2025
State Dashboard training 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025
Monthly meetings for LPAC/LPLN 2020-2021, 2021-2022, 2022-2023, 2023-2024

- County Technology Workshops , 2017-18, 2020-2021

State and/or County NGSS workshop 2018-19, 2019-2020
Language Arts Adoption training 2018-2019, 2020-2021
Mathematics Teaching and Coaching. 2023-2024, 2024-2025
STAR 360 (Renaissance) Assessment training 2019-2020, 2020-2021, 2023-2024
CPR Training 2023-24
Multi-media Art. 2023-2024
Instructional Planning and in-class coaching with Teacher and Coach 2019-2020, 2021-2022, 2023-2024, 2024-2025
Social Emotional Learning 2023-2024

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4