Willow Elementary Magnet 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 Elementary Magnet School
Street	1480 El Centro Avenue
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3771
Principal	Ginger Dunne
Email Address	ginger_dunne@nvusd.org
School Website	https://willow.nvusd.org/
Grade Span	K-5
County-District-School (CDS) Code	28662666026835

2024-25 District Contact Information

District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
District Website	www.nvusd.org

2024-25 School Description and Mission Statement

School Vision:
Through critical thinking, creativity, effective communication, and collaboration, Willow students will become academically and socially responsible lifelong learners.
Mission: Willow Elementary is dedicated to innovative learning through the arts.

Willow teachers & staff take pride in providing our students with the best educational opportunities possible and we are committed to supporting our students in their academic, social, and emotional growth. We are an arts integration magnet

2024-25 School Description and Mission Statement

school and we use the Artful Learning model school wide to integrate the arts into all curriculum areas. We use a variety of teaching techniques throughout the school day to help each child meet state standards in Language Arts and Math as well as to enrich their learning. We use the online platforms Dream Box Math and Imagine Language & Literacy as additional support for all students, Advanced Learner Programs and Services (ALPS) to provide enrichment for qualified students, and small group intervention support both during school & after school. At Willow, we believe that a child needs to be exposed to a variety of educational experiences in order to become a well-rounded individual. To that end, we offer visual art, performing arts, music, dance, garden activities, overnight outdoor educational experiences, field trips, and integrated technology.

The students at Willow Elementary School are served by 17 fully-credentialed full-time classroom teachers and 2 full-time SDC teachers, as well as a support staff that includes one full-time Intervention teacher & one part-time Intervention Instructional Assistant, one full-time Resource teacher & one 80% Resource teacher, one full-time speech therapist & one 80% speech therapist, one 50% psychologist intern, a 60% Occupational Therapist, a 40% Social Worker, a 40% bilingual parent liaison, a health services assistant 5 days a week, and 14 full-time Special Ed instructional assistants/Independence facilitators. We also have a full-time office manager, a 20% attendance clerk, a part-time library clerk, 4 part-time community artist partners, a full-time P.E. teacher, & district-provided part-time vocal, instrumental music teachers.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	75
Grade 2	78
Grade 3	78
Grade 4	82
Grade 5	79
Total Enrollment	488

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3
Male	54.5
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	1.2
Hispanic or Latino	52.7
Two or More Races	5.5
White	40
English Learners	23.4
Foster Youth	0.2
Homeless	1.4
Migrant	4.3
Socioeconomically Disadvantaged	56.8
Students with Disabilities	20.1

A. Conditions of Learning

State Priority: Basic

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

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

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)	20.40	86.45	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.85	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.40	2.98	12115.80	4.41
Unknown/Incomplete/NA	3.00	12.70	34.50	4.59	18854.30	6.86
Total Teaching Positions	23.60	100.00	753.20	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)	19.40	86.65	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.50	3.08	11953.10	4.28
Unknown/Incomplete/NA	3.00	13.35	42.00	5.75	15831.90	5.67
Total Teaching Positions	22.40	100.00	731.40	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)	19.30	86.58	618.90	87.87	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.86	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.47	30.00	4.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	21.20	3.02	11746.90	4.23
Unknown/Incomplete/NA	2.00	8.94	28.00	3.98	14303.80	5.15
Total Teaching Positions	22.30	100.00	704.30	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	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.20	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

The Benchmark Advance curriculum is utilized to deliver Reading, Language Arts, and Writing instruction. It also has a Phonics program, an English Language Development (ELD) component, and intervention materials as well. The Bridges Math Program is utilized to deliver math instruction. It has a daily Number Corner component, a wide variety of math manipulatives, and intervention materials as well. The Discovery Science curriculum is utilized to deliver science instruction. It has hands-on science lab kits with materials & equipment, as well as an interactive online component. In addition to the core curriculum, students also have access to supplemental support programs including Imagine Language & Literacy, Dream Box Math, & Mystery Science. All students have access to all district approved materials and textbooks.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark Advance (K-5) - 2017; ELD: Benchmark (K-5) - 2017; Benchmark Phonics (K-2) - 2021; A: All students	Yes	0%
Mathematics	Q: Good C: Bridges - Math learning Center (K-5) - 2016 A: All students	Yes	0%
Science	Q: Good C: Discovery Science (K-5) - 2022 A: All students	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%

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

School Facility Conditions and Planned Improvements

Willow Elementary School opened in the Fall of 2018 following the consolidation of Salvador Elementary School and El Centro Elementary School. A major remodel and expansion project on the former El Centro site was completed in June 2019. The project included adding a new primary area consisting of 2 new primary wings with 6 classrooms total and a playground with 2 play structures, 2 additional upper grade wings with 4 classrooms each, a new administration building, a new multi-use building, a remodeled library media center, and an expanded parking lot and new landscaping. Two new playgrounds with play structures were also constructed during this time. All HVAC and electrical systems were updated and the campus is fully fenced and secure during school hours. The playground and field are open to the neighborhood after school hours. The campus is also equipped with 28 security cameras.

In the summer of 2020, four classrooms received new carpet, in the summer of 2023 five additional classrooms received new carpet, & in the summer of 2024 another five classrooms received new carpet. We are currently in the process of transforming our garden area into a thriving garden & outdoor learning space. We also created a new sensory room with a wide variety of sensory tools & equipment. And over the past 6 years, we have completed several art installations including a sensory path, rock garden, stepping stone path, and multiple large painted murals.

Year and month of the most recent FIT report	9/2024

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)	36	44	42	40	46	47
Mathematics (grades 3-8 and 11)	32	38	27	28	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	242	239	98.76	1.24	43.51
Female	101	99	98.02	1.98	45.45
Male	141	140	99.29	0.71	42.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	135	133	98.52	1.48	34.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	72.22
White	84	83	98.81	1.19	50.60
English Learners	48	46	95.83	4.17	21.74
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	26	26	100.00	0.00	11.54
Socioeconomically Disadvantaged	153	151	98.69	1.31	34.44
Students Receiving Migrant Education Services	15	15	100.00	0.00	20.00
Students with Disabilities	60	60	100.00	0.00	26.67

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	242	241	99.59	0.41	38.17
Female	101	101	100.00	0.00	37.62
Male	141	140	99.29	0.71	38.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	135	135	100.00	0.00	29.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	50.00
White	84	83	98.81	1.19	48.19
English Learners	48	48	100.00	0.00	14.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	26	26	100.00	0.00	11.54
Socioeconomically Disadvantaged	153	153	100.00	0.00	28.76
Students Receiving Migrant Education Services	15	15	100.00	0.00	20.00
Students with Disabilities	60	60	100.00	0.00	15.00

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)	20.00	28.95	25.38	23.70	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	78	78	100.00	0.00	28.21
Female	32	32	100.00	0.00	25.00
Male	46	46	100.00	0.00	30.43
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	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	19.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	45.45
English Learners	17	17	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	52	100.00	0.00	23.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	21	100.00	0.00	23.81

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	98.7	98.7	98.7	97.3	98.7

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

Parents can learn about programs and roles in which they can support our students through participation in our School Site Council (SSC), ELAC, and Parent and Faculty Association (PAFA). We welcome parent involvement through volunteer work in the classrooms, library, garden, playgrounds, and on our educational field trips. PAFA meets monthly to plan and organize fundraisers that provide our school with special programs such as field trips, enrichment programs including art, music & dance, interactive school assemblies, and school improvements that enrich our students' educational experience. Through the work of the bilingual parent liaison, parent classes are offered regularly on topics such as health, parent conferences, understanding test data, etc. Parent volunteers in each classroom help with many projects or activities in the classroom. School Site Council is composed of parents and school staff that meet four times a year to help develop our Single Plan for Student Achievement (SPSA). Our entire community participates in various activities/fundraisers such as Jog-A-Thon, Performance Night & Open House 3 times per year, Family Nights, Art Show, and more. Parents are also invited to stay each day for our daily morning announcements. For further information on parent involvement opportunities, please contact, Ginger Dunne, Principal at 707-253-3771.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	514	510	99	19.4
Female	234	232	50	21.6
Male	278	276	49	17.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	273	270	66	24.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	2	7.4
White	202	201	31	15.4
English Learners	129	126	28	22.2
Foster Youth	--	--	--	--
Homeless	20	19	12	63.2
Socioeconomically Disadvantaged	302	299	76	25.4
Students Receiving Migrant Education Services	28	27	6	22.2
Students with Disabilities	119	119	27	22.7

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	2.03	1.00	1.36	3.67	3.96	4.05	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.13	0.06	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.36	0.00
Female	0.43	0.00
Male	2.16	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.99	0.00
English Learners	0.78	0.00
Foster Youth	0.00	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged	1.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.36	0.00

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

A school-wide focus on safety, health, and well-being has resulted in a positive and welcoming learning environment for students. Our campus grounds are kept clean and are supervised by two full-time custodians and one part-time custodian. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Our Comprehensive School Safety Plan (CSSP) addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs.

The CSSP is reviewed annually by the School Safety Committee and School Site Council which include staff, parents, and representatives of law enforcement. Our 2024-2025 CSSP was approved by our School Site Council on October 24, 2024. Emergency equipment/supplies are available for each classroom and for the school as a whole. Evacuation drills are practiced monthly. Teachers have been trained on "active shooter on campus" and all teachers & staff members have roles in the emergency operations plan.

As part of Willow's BEST program, during the first weeks of school and throughout the year, teachers & staff review safety rules & expectations with students for all of our common practices such as lining up & moving around campus, as well as for our common areas on campus such as classrooms, library, multi-use room, restroom, lunch tables, and playground. The Willow Staff is committed to providing a positive, safe, and comfortable place in which to work and learn. All members of the school community, staff, and parents understand our school-wide rules, Be Safe, Be Respectful, Be Responsible. We reinforce positive behavior through individual and class recognition. We also reinforce positive behavior at our monthly student recognition assemblies recognizing students' accomplishments. The staff gives out "Talon tickets" or "Golden Feathers" when students/classes are following the school wide expectations.

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	24		4	
1	21	1	2	
2	23		3	
3	26		2	
4	31		1	
5	32		2	
Other	19	3	2	

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	24		4	
1	23		3	
2	26		2	
3	25		2	
4	31		2	
5	29		2	
Other	22	2	3	

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	22		3	
1	24		3	
2	24		3	
3	25		3	
4	32		2	
5	29		2	
Other	18	2	1	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	

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	$7,742	$420	$7,323	$107,943
District	N/A	N/A	$6,290	$96,897
Percent Difference - School Site and District	N/A	N/A	15.2	10.8
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-38.1	9.9

Fiscal Year 2023-24 Types of Services Funded

Willow is funded through base and supplemental funding. Services provided include Special Education, Speech and Language, English Language Development, Reading/Math Intervention, Visual & Performing Arts, Library, and ALPS for our advanced learners. Students also have access to a social worker, school psychologist, occupational therapist, school nurse, health services assistant, and various instructional aides. We also fund two noon duty supervisors.

Our Willow Parent & Faculty Association (PAFA) funds enrichment and other school needs through their fundraising efforts to support student learning. PAFA is also now fully funding our community artist partners who work with our students & teachers to integrate the arts into our curriculum for our Artful Learning program. Funding for these artist partners had previously been provided through the Artful Learning federal magnet grant that Willow received, but the five-year funding timeline for the grant has now ended so we are sustaining now through the fundraising efforts of our PAFA and school wide community.

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	$63,179	$59,551
Mid-Range Teacher Salary	$88,572	$93,855
Highest Teacher Salary	$115,266	$120,219
Average Principal Salary (Elementary)	$147,747	$151,525
Average Principal Salary (Middle)	$158,298	$158,215
Average Principal Salary (High)	$161,042	$171,087
Superintendent Salary	$350,819	$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional Development at Willow is currently focused Science of Reading, Writing, English Language Learners, and Artful Learning. We have 15 staff members participating in the Language Essentials for Teachers of Reading and Spelling (LETRS) training which is an intensive two-year course focused around the Science of Reading and best practices for teaching reading. We also have 4 teachers who are participating in the Writing Revolution training which focuses on improved writing instruction. And we've contracted with one of our existing artist partners to provide professional development for all of our teachers focusing on our Artful Learning model and arts integration.

Teachers also have the opportunity to participate in various in-person & online trainings provided by the District in math, language arts, science, technology, & GLAD strategies throughout the year.

Professional Development around reading, writing, math, science, and English Language Development (ELD) is also embedded in our grade level PLC work, our staff meetings, and at the two District Professional Learning days offered each year.

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	4.5	4.5	4.5