

Willow Elementary Magnet School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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.

2025-26 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	
County-District-School (CDS) Code	28662666026835

2025-26 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

2025-26 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 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 iXL 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 general education classroom teachers and 3 full-time SDC teachers, an 80% P.E. teacher, as well as a support staff that includes 2 TK instructional assistants, an 80% Intervention teacher & a part-time Intervention Instructional Assistant, one full-time Resource teacher & one 80% Resource teacher, one full-time speech therapist & one 80% speech therapist, a 60% psychologist, a 60% Occupational Therapist, a 30% Social Worker, a 30% social worker intern, a 40% bilingual parent liaison, an 80% health services assistant, and 18 full-time Special Ed instructional assistants/Independence facilitators. We also have a full-time office manager, a part-time attendance clerk, a part-time library clerk, 5 part-time community artist partners, 4 district-provided part-time vocal & instrumental music teachers, 4 noon-duty supervisors, 3 food services associates, 3 custodians, 2 NVUSD childcare providers, and the Boys & Girls Club childcare program.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Transitional Kindergarten (TK)	38
Kindergarten	60
Grade 1	55
Grade 2	78
Grade 3	77
Grade 4	84
Grade 5	78
Total Enrollment	470

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.2
Male	53.4
Non-Binary	0.4
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	1.1
Hispanic or Latino	50.6
Two or More Races	6.6
White	40.9
English Learners	23.9
Homeless	2.8
Migrant	4.9
Socioeconomically Disadvantaged	56.6
Students with Disabilities	21.4

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.

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)	19.4	86.65	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	3	13.35	42	5.75	15831.9	5.67
Total Teaching Positions	22.4	100	731.4	100	279044.8	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.

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)	19.3	86.58	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.47	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	2	8.94	28	3.98	14303.8	5.15
Total Teaching Positions	22.3	100	704.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	20.6	89.51	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.78	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	2	8.67	23.4	3.26	13705.8	4.91
Total Teaching Positions	23	100	719.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.4
Total Out-of-Field Teachers	0.00	0	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.7	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	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>.

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Q: Good C: Bridges - Math learning Center (K-5) - 2016 A: All students	0%
Science	Q: Good C: Discovery Science (K-5) - 2022 A: All students	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	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

School Facility Conditions and Planned Improvements

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	9/23/2025
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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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	41	40	44	47	48
Mathematics (grades 3-8 and 11)	38	37	28	29	35	37

2024-25 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	247	244	98.79	1.21	40.98
Female	116	114	98.28	1.72	50.88
Male	131	130	99.24	0.76	32.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	131	131	100.00	0.00	28.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	52.94
White	94	91	96.81	3.19	56.04
English Learners	47	47	100.00	0.00	8.51
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	26.32
Socioeconomically Disadvantaged	145	144	99.31	0.69	30.56
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	60	58	96.67	3.33	15.52

2024-25 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	247	244	98.79	1.21	36.89
Female	116	114	98.28	1.72	37.72
Male	131	130	99.24	0.76	36.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	131	131	100.00	0.00	23.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	47.06
White	94	91	96.81	3.19	51.65
English Learners	47	47	100.00	0.00	10.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	26.32
Socioeconomically Disadvantaged	145	144	99.31	0.69	23.61
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	60	58	96.67	3.33	10.34

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.95	29.41	23.7	24.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	85	98.84	1.16	29.41
Female	41	41	100.00	0.00	34.15
Male	45	44	97.78	2.22	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00	0.00	22.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	34.62
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00	0.00	27.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	24	100.00	0.00	4.17

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.

2024-25 California Physical Fitness Test Participation Rates					
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	98.84	100	100	100	100

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.
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2025-26 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 community artist partners and 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 review and/or help develop our Comprehensive School Safety Plan, School Accountability Report Card, and 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.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	498	492	71	14.4
Female	229	226	36	15.9
Male	268	265	35	13.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	258	256	40	15.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	32	3	9.4
White	198	195	27	13.8
English Learners	120	119	16	13.4
Foster Youth	--	--	--	--
Homeless	18	18	2	11.1
Socioeconomically Disadvantaged	291	288	59	20.5
Students Receiving Migrant Education Services	26	26	3	11.5
Students with Disabilities	126	125	23	18.4

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1	1.36	1.61	3.96	4.05	3.9	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0.07	0.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.61	0.00
Female	0.44	0.00
Male	2.61	0.00
Non-Binary	0.00	0.00
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	1.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.52	0.00
English Learners	0.83	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.17	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.

2025-26 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 three full-time custodians. 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 14, 2025. 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 of 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 for learning goals, monthly character traits, and excellent attendance. The staff give 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.

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	0	4	0
1	23	0	3	0
2	26	0	2	0
3	25	0	2	0
4	31	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	22	2	3	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	22	0	3	0
1	24	0	3	0
2	24	0	3	0
3	25	0	3	0
4	32	0	2	0
5	29	0	2	0
6	0	0	0	0
Other	18	2	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	24	0	1	0
K	25		2	
1	24		3	
2	25		3	
3	26		3	
4	32		2	
5	31		2	
Other	18	2	1	

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$7,213	\$434	\$6,780	\$109,675
District	N/A	N/A	\$6,290	\$104,358
Percent Difference - School Site and District	N/A	N/A	-7%	12.4
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-45.5	11.5

Fiscal Year 2024-25 Types of Services Funded

Willow is funded through base, supplemental, and Proposition 28 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 four 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$68,233	\$62,783
Mid-Range Teacher Salary	\$95,658	\$97,783
Highest Teacher Salary	\$124,487	\$128,020
Average Principal Salary (Elementary)	\$159,954	\$160,224
Average Principal Salary (Middle)	\$168,226	\$166,992
Average Principal Salary (High)	\$176,731	\$180,971
Superintendent Salary	\$378,644	\$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

Professional Development

Professional Development at Willow is currently focused on the Science of Reading, Writing, English Language Learners, and Artful Learning. We have 13 staff members who have completed or are currently 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 1 teacher who is 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 throughout the year, as well as GLAD strategies training from a team of local GLAD trainers.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5