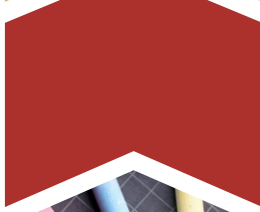
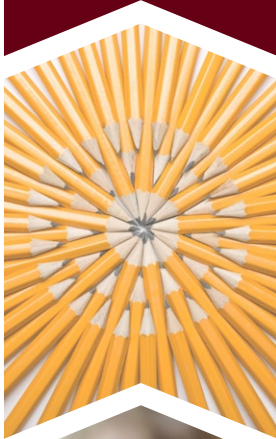
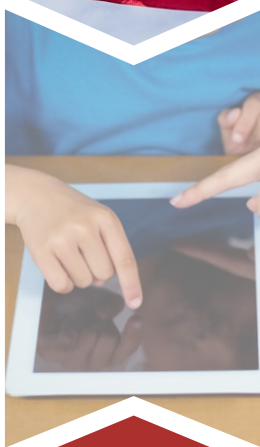


# SARC

2015-16  
School Accountability  
Report Card

Published in 2016-17



## Willow Cove Elementary School

Catherine Borquez  
Principal  
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Pittsburg, CA 94565

Grades: K-5  
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CDS Code: 07-61788-6004576

Para español, visita:  
[www.pittsburg.k12.ca.us](http://www.pittsburg.k12.ca.us)

# Pittsburg USD





## Principal's Message

Willow Cove is currently home to approximately 716 preschool through fifth-grade students. We offer an after-school program which provides enrichment and academic support for our students. In 2004, Willow Cove opened its first dual-immersion classroom for kindergartners. Today, we have 12 dual-immersion classes for grades K-5. We also have two special day classes: K-2 and 3-5.

A strong, dedicated teaching staff and a committed cadre of support personnel model Willow Cove's professionalism. General and special education teachers; specialist teachers in music, science and physical education; a resource specialist; speech therapist; school psychologist; and Lincoln Center counselors all collaborate to ensure students are ready to learn and be successful. A library technician, nurse, two bilingual instructional aides, three classified office staff members, and five yard supervisors along with custodians and cafeteria personnel provide on-the-ground support to our students throughout the day.

Willow Cove has a Parent Involvement Policy and encourages parent participation that meets the various schedules and desires of the community. Parent groups include a Parent Club, the English Learner Advisory Committee (ELAC) and the School Site Council (SSC).

Willow Cove promotes community partnerships and various industries provide dictionaries for each third grader annually. We also participate in grants related to student and community nutrition and healthy living, working with Child Nutrition Services, Fresh Approach, Contra Costa Health Services and the Contra Costa County food bank. We also serve to meet the emotional needs of our students through our Positive Behavioral Interventions and Supports program and our on-site Lincoln Center counseling services.

Willow Cove is proud to have received the Gold Award of Distinction in the HealthierUS School Challenge, which recognizes our outstanding efforts to promote healthy nutrition and exercise for our students.

### Our Goals

We continue reshaping and investing in the instructional program to achieve the goal of having our students be on track for college and career readiness by achieving proficient or above on the Common Core State Standards assessments.

### School Focus

- Boost best first instruction through:
  - Collaborative coaching model, with focus on best practices and checks for understanding
  - Daily implementation of a balanced math program; reading foundational skills in K-3; writing program; fluency routine and Universal Access
  - Designated English language development (ELD) periods for all K-5 classes
  - Extended individual coaching opportunities for teachers
- Establish a continuous cycle of improvement through:
  - Regular staff and grade-level examination of common student-learning data on Common Core State Standards after and between benchmark assessments
  - Common instructional planning based on student-learning data
  - Data conferences with teachers after regular student assessments
- Intensify differentiated instruction in core areas through:
  - Daily use of Accelerated Reader in English language arts and Accelerated Math
  - Universal Access for Response to Instruction (RTI), with small group instruction for FBB, BB and B students
  - Leveled readers are available to create differentiated student reading groups
  - Provide after-school expanded learning to address learning gaps with a focus on literacy
- Provide a safe and clean learning environment:
  - Continue to implement our Positive Behavioral Interventions and Supports system and regularly assess ongoing needs and solutions through our Star Student Program
  - Conduct informal and formal opportunities for all stakeholders to provide feedback and input
  - Work proactively with maintenance and operations to immediately address issues as they arise
  - Train staff in crisis response and safety-related topics
- Communicate proactively with our parent community:
  - Hold regular school-related activity nights for families
  - Partner with all parent groups to explore best practices for communication, including auto-dialer/auto-texting programs

We want our students to be positive world changers with unlimited options and possibilities for their futures.

## School Mission Statement

It is the mission of both Pittsburg Unified School District and Willow Cove Elementary School to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world. All students will work to achieve California Common Core State Standards and benchmarks with the goal of becoming college and career ready.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## District Mission Statement

It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

## Governing Board

Mr. Duane Smith, president

Mr. De'Shawn Woolridge, vice president

Dr. Laura Canciamilla, trustee

Mr. George Miller, trustee

Mr. Joseph Arenivar, trustee



## Board Goals

### 1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

### 2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

### 3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

### 4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

### 5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

### 6. Meaningful Collaboration, Partnership and Parental Engagement

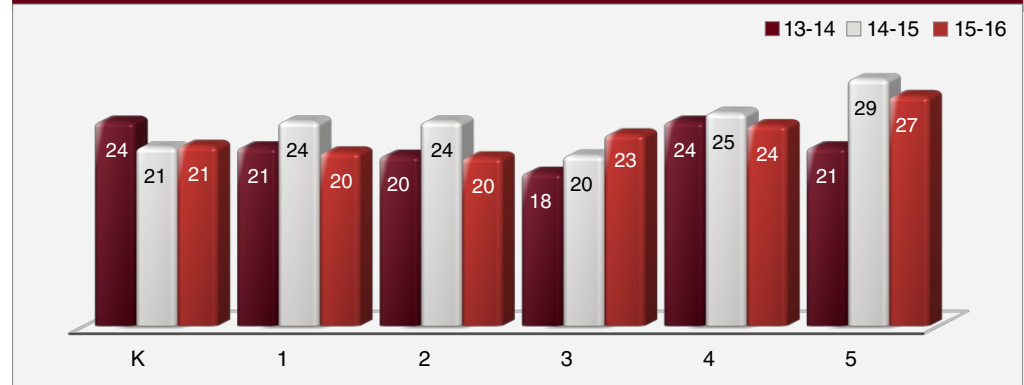
- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size

Three-Year Data



### Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	5		1	5		4	3	
1	2	3			4		4	2	
2	3	4			4		5	1	
3	3	3		4	2		1	4	
4	2	1	2	2	2		2	4	
5	2	3			4		3	2	

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

- Aerobic Capacity
- Body Composition
- Flexibility
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test

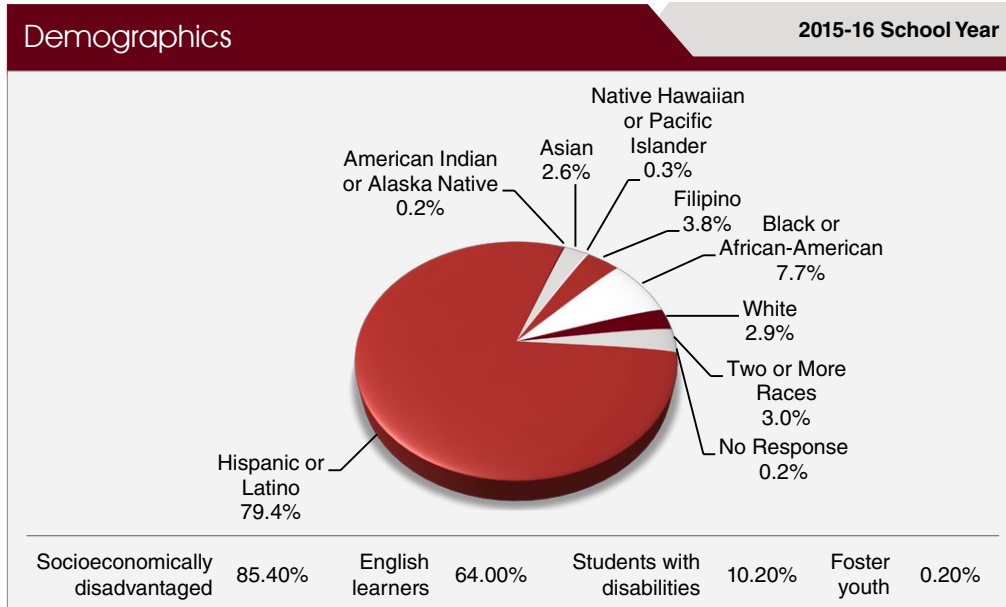
2015-16 School Year

Percentage of Students Meeting Fitness Standards	Willow Cove ES
	Grade 5
Four of six standards	27.1%
Five of six standards	26.0%
Six of six standards	8.3%



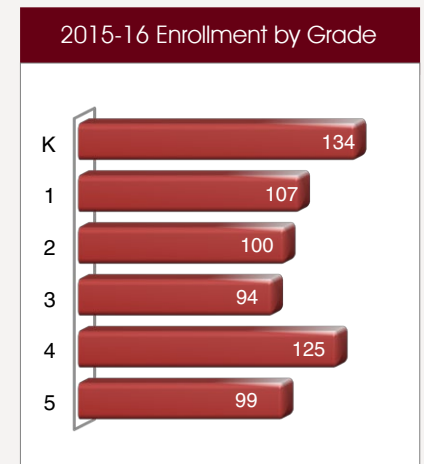
### Enrollment by Student Group

The total enrollment at the school was 659 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



### Suspensions and Expulsions

This table shows the school, district and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

**Suspensions and Expulsions** **Three-Year Data**

	Willow Cove ES			Pittsburg USD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Suspension rates</b>	3.7%	5.4%	0.7%	10.8%	7.8%	8.0%	4.4%	3.8%	3.7%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%

### Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

**Federal Intervention Program** **2016-17 School Year**

	Willow Cove ES	Pittsburg USD
<b>Program Improvement status</b>	In PI	In PI
<b>First year of Program Improvement</b>	2009-2010	2008-2009
<b>Year in Program Improvement</b>	Year 4	Year 3
<b>Number of schools currently in Program Improvement</b>	8	
<b>Percentage of schools currently in Program Improvement</b>	72.70%	

### Parental Involvement

Parents and guardians may become involved in our school by participating in any or all of the following activities:

- Classroom volunteer program
- Parent Club
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Title I parent meeting
- Back-to-School Night
- Academic Recognition Medal Ceremony
- Parent-teacher-student goal-setting conferences in October
- Math Night, Literacy Night, Art Night and Healthy Living Night
- Winter and spring concerts
- Parent conferences in March for students in need
- Open house in May
- Field Day/Carnival
- Promotion ceremony for fifth-grade classes in June

For more information on how to become involved, please contact Administrative Secretary Nancy Moreno at (925) 473-2470.



## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

## CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Willow Cove ES			Pittsburg USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	36%	16%	32%	49%	42%	42%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
<b>All students</b>	100	97	97.00%	31.96%	
<b>Male</b>	45	44	97.78%	40.91%	
<b>Female</b>	55	53	96.36%	24.53%	
<b>Black or African-American</b>	❖	❖	❖	❖	
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	
<b>Asian</b>	❖	❖	❖	❖	
<b>Filipino</b>	❖	❖	❖	❖	
<b>Hispanic or Latino</b>	82	80	97.56%	28.75%	
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	
<b>White</b>	❖	❖	❖	❖	
<b>Two or more races</b>	❖	❖	❖	❖	
<b>Socioeconomically disadvantaged</b>	85	82	96.47%	25.61%	
<b>English learners</b>	54	52	96.30%	15.38%	
<b>Students with disabilities</b>	❖	❖	❖	❖	
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	
<b>Foster youth</b>	❖	❖	❖	❖	

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Willow Cove ES		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
<b>English language arts/literacy</b>	20%	25%	30%	34%	44%	48%
<b>Mathematics</b>	18%	21%	21%	22%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	97	93	95.90%	15.10%
Male	49	48	98.00%	14.60%
Female	48	45	93.80%	15.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	73	72	98.60%	12.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	84	81	96.40%	12.40%
English learners	63	62	98.40%	9.70%
Students with disabilities	12	12	100.00%	16.70%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	97	93	95.90%	17.20%
Male	49	48	98.00%	18.80%
Female	48	45	93.80%	15.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	73	72	98.60%	13.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	84	81	96.40%	14.80%
English learners	63	62	98.40%	12.90%
Students with disabilities	12	12	100.00%	8.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	129	129	100.00%	20.90%
Male	72	72	100.00%	20.80%
Female	57	57	100.00%	21.10%
Black or African-American	15	15	100.00%	6.70%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	102	102	100.00%	19.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	114	114	100.00%	21.10%
English learners	87	87	100.00%	18.40%
Students with disabilities	18	18	100.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	129	129	100.00%	20.90%
Male	72	72	100.00%	22.20%
Female	57	57	100.00%	19.30%
Black or African-American	15	15	100.00%	6.70%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	102	102	100.00%	20.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	114	114	100.00%	21.90%
English learners	87	87	100.00%	20.70%
Students with disabilities	18	18	100.00%	5.60%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	100	95	95.00%	39.00%
Male	45	43	95.60%	39.50%
Female	55	52	94.60%	38.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	82	78	95.10%	39.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	85	80	94.10%	36.30%
English learners	54	51	94.40%	25.50%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	100	96	96.00%	24.00%
Male	45	44	97.80%	31.80%
Female	55	52	94.60%	17.30%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	82	79	96.30%	21.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	85	81	95.30%	22.20%
English learners	54	51	94.40%	13.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/28/2016

## Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms, while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English language development (ELD), structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	
2014-15	3 days
2015-16	3 days
2016-17	3 days

## Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Treasures</i> , Macmillan/McGraw-Hill (K-5)	2010
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-5)	2016
Science	Macmillan/McGraw-Hill (K-5)	2007
History/social science	Scott Foresman (K-5)	2006

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2016-17 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Willow Cove ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	◇	
Foreign language	◇	
Health	◇	

◇ Not applicable.



### School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Good
<b>Interior</b>	Poor	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Fair	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			8/6/2016
<b>Date of the most recent completion of the inspection form</b>			8/6/2016

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2016-17 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
<b>Interior</b>	Speech and psychologist rooms have water stains on ceiling tiles.	
<b>Electrical</b>	Room 3 needs light-switch cover.	
<b>Restrooms/fountains</b>	Water fountain near upper-grade restrooms and room 25 is not working.	
<b>External</b>	Large playground slide is cracked.	

### School Safety

The school safety plan is reviewed each year by the teachers and School Site Council. The school safety plan was last reviewed, updated and discussed with the school faculty in March 2017. Key elements of the plan include: crisis-response procedures; daily procedures; and procedures and policies for handling harassment and bullying, rules, discipline policies, supervision and schedules. Willow Cove Elementary holds monthly fire drills and practices emergency procedures including earthquake drills, intruder lockdowns and other scenarios as needed.

### School Facilities

Willow Cove Elementary School opened in December 1996. The school contains an office building, library and multipurpose room. There are 18 permanent classrooms with four attached workrooms. In addition, we have eight semipermanent classrooms, seven portable classrooms and another portable which serves as a computer lab. Another smaller room serves as an additional computer lab.

There are 2.4 full-time equivalent (FTE) custodians for the regular day. The head custodian is on site from early morning to afternoon, and the night custodian is on site from afternoon to late night. An additional night custodian assists twice a week. The administration and custodial staff meet to discuss any problems with the facilities as they arise. New district, state and federal policies are reviewed as needed.

Each morning before school, teachers and supervisors are on duty to ensure all students are supervised. No student is allowed to remain outside alone. At the beginning of the school year, teachers and supervisors are scheduled for yard duty, lunchroom duty, and before- and after-school duties. Administration assists during each portion of the day.

The site is inspected on a monthly basis according to the guidelines generated by the Williams case decision. At this time, we have no safety-related discrepancies that have not been corrected. The site administrators and the custodial staff address school cleanliness daily. Restrooms are cleaned on a routine basis, and discrepancies are noted, work orders are created and corrections are made on a timely basis. School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner. Solar panels were installed in the summer of 2010.

Working with the district, using district funds, we have remodeled all our student restrooms, and our school has recently been painted. Our playing field recently received a new coat of topsoil in preparation for the Walkathon. Regular attention is given to maintaining all playing and walking surfaces around the school and playground. We have added and refreshed tanbark around the school, and special attention has been given to improving our landscape design. A play structure was installed during the summer of 2011, and we held the ribbon-cutting ceremony for a new proprioceptive play structure in September 2014. There is a measure on the ballot to provide funding for a new multipurpose room and media center.



## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
<b>Academic Counselors</b>	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
<b>Support Staff</b>	
Social/behavioral or career development counselors	0.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	0.33
Psychologist	0.50
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	Willow Cove ES		
	16-17	14-15	15-16	16-17
Teachers				
With a full credential	467	34	34	33
Without a full credential	41	1	0	2
Teaching outside subject area of competence (with full credential)	3	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Willow Cove ES		
	14-15	15-16	16-17
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	1	0

## Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Willow Cove ES	90.63%	9.38%
All schools in district	87.22%	12.78%
High-poverty schools in district	87.22%	12.78%
Low-poverty schools in district	◇	◇

◇ Not applicable.



## Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$45,158	\$44,958
Midrange teacher salary	\$67,437	\$70,581
Highest teacher salary	\$83,804	\$91,469
Average elementary school principal salary	\$108,631	\$113,994
Average middle school principal salary	\$117,618	\$120,075
Average high school principal salary	\$118,714	\$130,249
Superintendent salary	\$190,000	\$218,315
Teacher salaries: percentage of budget	35%	38%
Administrative salaries: percentage of budget	6%	5%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Willow Cove ES	\$5,440	\$61,370
Pittsburg USD	\$6,418	\$60,508
California	\$5,677	\$74,216
School and district: percentage difference	-15.2%	+1.4%
School and California: percentage difference	-4.2%	-17.3%

## Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$5,625
Expenditures per pupil from restricted sources	\$185
Expenditures per pupil from unrestricted sources	\$5,440
Annual average teacher salary	\$61,370

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

## School Accountability Report Card

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