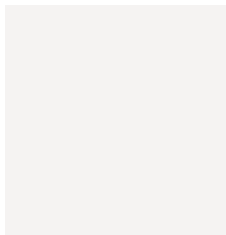


SARC School Accountability Report Card 2018-19

Published in 2019-20



Willow Cove Elementary School

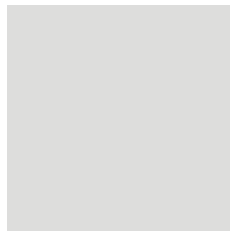
Grades K-5
CDS Code 07-61788-6004576

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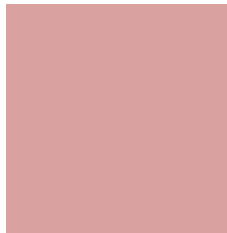
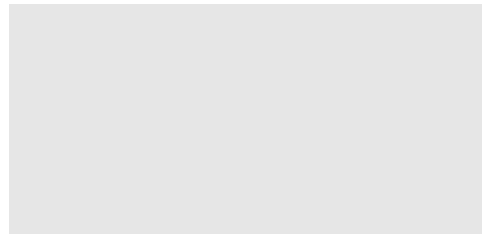
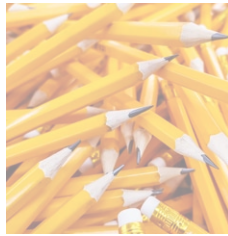
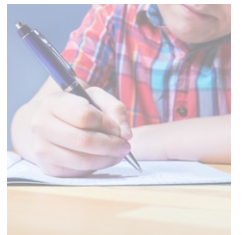
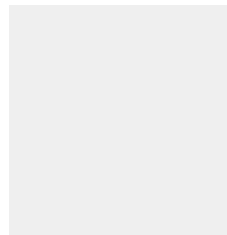
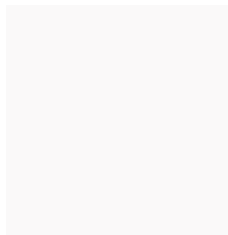
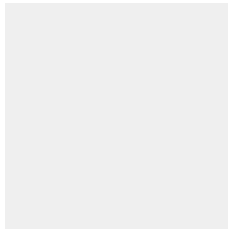
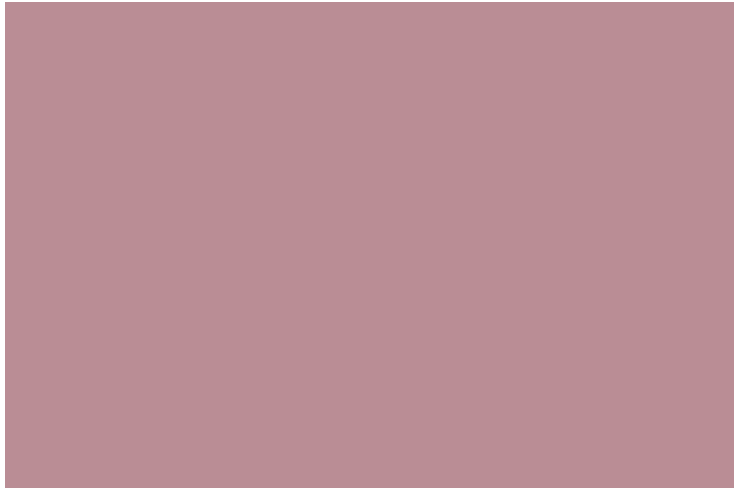
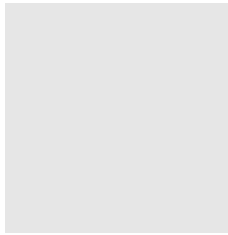
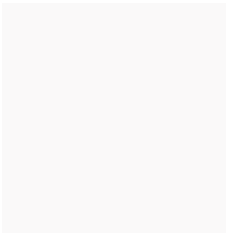
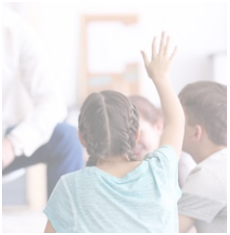
Para español, visita www.pittsburg.k12.ca.us



Pittsburg Unified School District

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Janet Schulze, Superintendent ▪ jschulze@pittsburg.k12.ca.us ▪ (925) 473-2300





Principal's Message

Willow Cove Elementary School is currently home to approximately 695 preschool through fifth-grade students. We offer an after-school program that 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 three special day classes for K-1, 2-3 and 4-5.

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, a bilingual instructional aide, 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 annually provide dictionaries for each third grader. 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 strive 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 Healthier US 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 scores 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
- Intensity 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 and math
- 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, Soul Shoppe and Restorative Justice
 - 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 autodialer and auto-texting programs

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

School Vision Statement

Willow Cove is committed to providing equity for all students with effective, engaging, rigorous and differentiated instruction that facilitates: language learning and early literacy; inclusive practices for special education; and focused work with English language learners by building on and recognizing the importance of culture.

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. George Miller, vice president
- Dr. Laura Canciamilla, trustee
- Mr. Joseph Arenivar, trustee
- Mr. De'Shawn Woolridge, trustee

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.

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

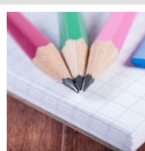
- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

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

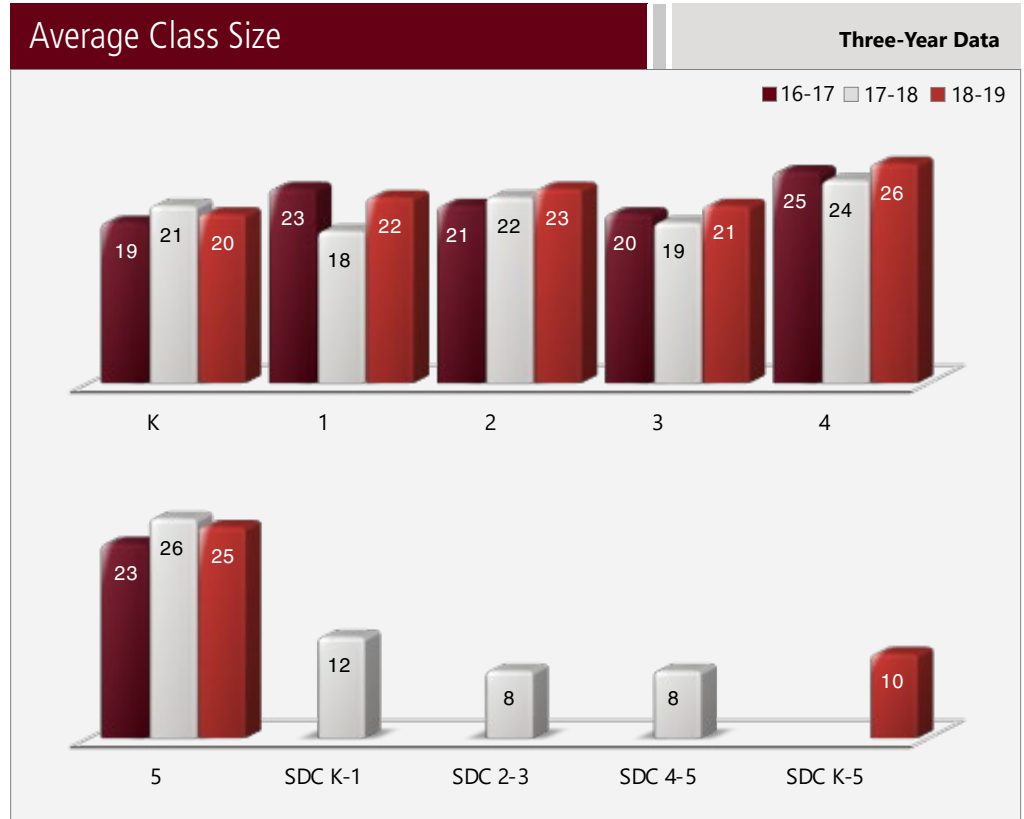
6. Meaningful Collaboration, Partnership and Parental Engagement

- 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.



Number of Classrooms by Size

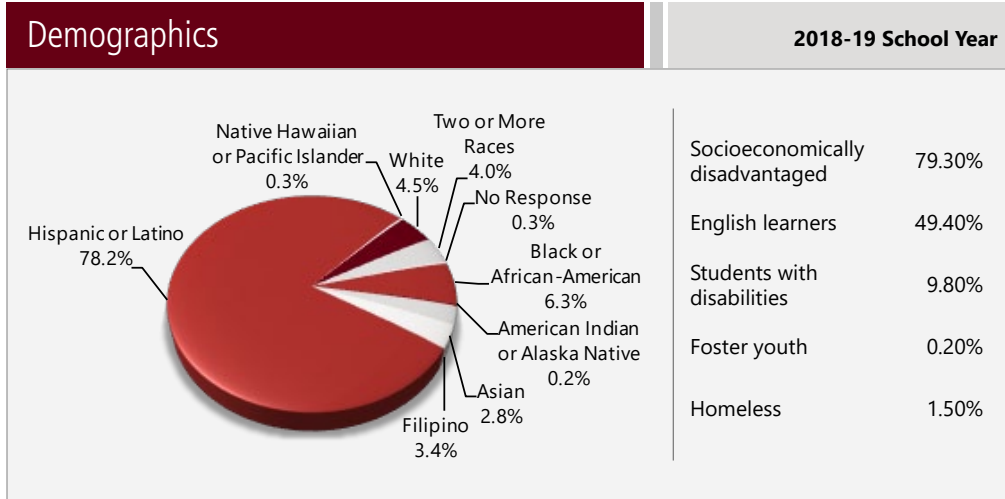
Three-Year Data

Grade	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	2		3	2		4	2	
1		5		3	2		2	3	
2	2	3			5			4	
3	2	3		5			2	3	
4		4		2	2		2		2
5		4			4		2	2	
SDC K-1				1					
SDC 2-3				1					
SDC 4-5				1					
SDC K-5							3		



Enrollment by Student Group

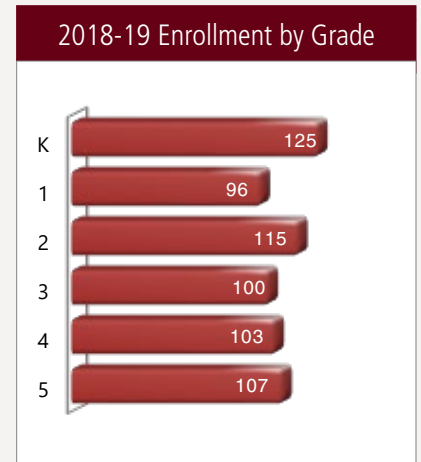
The total enrollment at the school was 646 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Socioeconomically disadvantaged	79.30%
English learners	49.40%
Students with disabilities	9.80%
Foster youth	0.20%
Homeless	1.50%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



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
- Open house in May
- Musical Performance
- Field Day and Carnival
- Promotion ceremony for fifth-grade classes in June

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



School Safety

Each year, the teachers and School Site Council review the school safety plan. The school faculty last reviewed, updated and discussed the school safety plan in October 2019. 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.

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.

	Three-Year Data								
	Willow Cove ES			Pittsburg USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	1.6%	1.6%	1.0%	7.0%	7.7%	8.8%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%

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

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics 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.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy 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 CAA 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 in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Willow Cove ES		Pittsburg USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✦	✦	✦	✦	✦	✦

CAASPP Test Results in ELA and Mathematics for All Students (grades 3–8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Willow Cove ES		Pittsburg USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	27%	34%	34%	35%	50%	51%
Mathematics	12%	19%	20%	21%	38%	40%

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:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. 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.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Willow Cove ES
		Grade 5
Four of six standards		27.6%
Five of six standards		24.8%
Six of six standards		18.1%

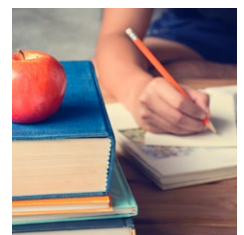
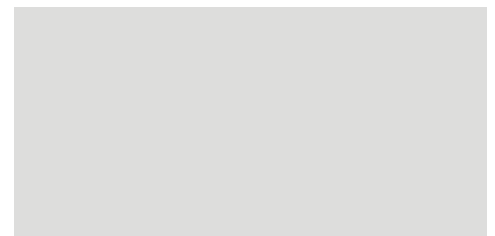
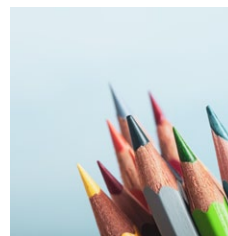
✦ Not applicable.



CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	309	307	99.35%	0.65%	33.55%
Male	158	156	98.73%	1.27%	33.33%
Female	151	151	100.00%	0.00%	33.77%
Black or African-American	20	20	100.00%	0.00%	20.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	13	13	100.00%	0.00%	61.54%
Hispanic or Latino	248	246	99.19%	0.81%	32.52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	262	261	99.62%	0.38%	32.57%
English learners	213	213	100.00%	0.00%	30.99%
Students with disabilities	27	26	96.30%	3.70%	3.85%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

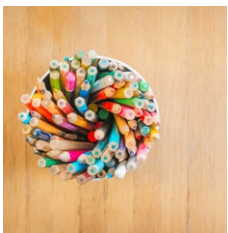
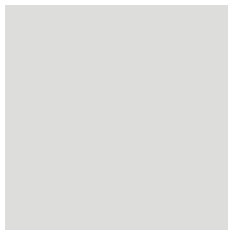
❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	309	307	99.35%	0.65%	19.22%
Male	158	156	98.73%	1.27%	21.79%
Female	151	151	100.00%	0.00%	16.56%
Black or African-American	20	20	100.00%	0.00%	15.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	13	13	100.00%	0.00%	30.77%
Hispanic or Latino	248	246	99.19%	0.81%	17.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	262	261	99.62%	0.38%	19.16%
English learners	213	213	100.00%	0.00%	19.25%
Students with disabilities	27	26	96.30%	3.70%	3.85%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.





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		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reading Wonders</i> , Macmillan McGraw Hill ELD <i>Reading Wonders</i> , Macmillan McGraw Hill (K-5)	2017
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-5)	2016
Science	<i>California Science</i> , Macmillan McGraw Hill (K-5)	2007
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

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		2019-20 School Year
Willow Cove ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	



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.

Quality of Textbooks

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

Quality of Textbooks	
2019-20 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



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	
2019-20 School Year	
Data collection date	9/11/2019



School Facilities

Willow Cove Elementary School opened in December 1996. The school contains an office building, library, conference room with two offices, and a multipurpose room. There are 18 permanent classrooms with four attached workrooms. In addition, we have eight semipermanent classrooms, seven portable classrooms and another portable that 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. We review new district, state and federal policies 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 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 remodeled all our student restrooms, and our school was recently painted. 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. The district used voter-approved bond money to build a new multipurpose room/gymnasium, convert the old multipurpose room/gymnasium into a larger library, and convert the old library into a conference room with two offices.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2019-20 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	8/5/2019	
Date of the most recent completion of the inspection form	8/5/2019	

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.

Deficiencies and Repairs			2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Interior	Ceiling tile needs to be refit; ceiling tile damaged; ceiling tile stained; paint peeling beneath whiteboard; paint peeling and scuff on wall. Work order placed for repairs.	8/12/2019 & 9/17/2019	
Electrical	Light out; light cover needed; exposed wires in main room and open office; needs light bulb; lights won't turn off; light out. Work order placed for repairs.	8/12/2019 & 9/17/2019	
Restrooms/fountains	Water fountain overshoots; boys restroom door and door frame is in bad shape; girls restroom has a bent coat hook on one stall door; restroom near the girl restroom near room 25 has peeling wallpaper; restroom near staff lounge has cracked floor. Work order placed for repairs.	8/12/2019 & 9/17/2019	
Safety	Old pole stump/uneven blacktop under solar panel near gym; loose gravel from the filled squares near library; grass near gym is a swamp and drainage is flooded. Work order placed for repairs.	8/17/2019	
Structural	Closer arm detached; sick cap detached. Work order placed for repairs.	8/17/2019	



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.

Teacher Credential Information	Three-Year Data			
	Pittsburg USD	Willow Cove ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	500	34	32	34
Without a full credential	34	3	5	1
Teaching outside subject area of competence (with full credential)	6	0	1	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		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

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	
2018-19 School Year	
	Ratio
Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.2
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.6
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	0.6
Resource specialist (nonteaching)	1.0

Professional Development

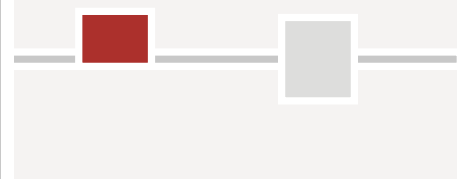
The Local Control Accountability Plan (LCAP), LCAP Addendum and the sites' School Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, 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. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	Three-Year Data		
	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

◇ Not applicable.



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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,628
Expenditures per pupil from restricted sources	\$804
Expenditures per pupil from unrestricted sources	\$6,824
Annual average teacher salary	\$72,577



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.

Financial Data

The financial data displayed in this SARC is from the 2017-18 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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.

Salary Data	2017-18 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$50,299	\$51,374
Midrange teacher salary	\$75,114	\$80,151
Highest teacher salary	\$93,344	\$100,143
Average elementary school principal salary	\$114,293	\$126,896
Average middle school principal salary	\$120,555	\$133,668
Average high school principal salary	\$133,083	\$143,746
Superintendent salary	\$230,725	\$245,810
Teacher salaries: percentage of budget	33%	35%
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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Willow Cove ES	\$6,824	\$72,577
Pittsburg USD	\$9,272	\$72,942
California	\$7,507	\$82,031
School and district: percentage difference	-26.4%	-0.5%
School and California: percentage difference	-9.1%	-11.5%

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://dq.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, on or before February 1. All data accurate as of December 2019.