

Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ www.pittsburgusd.net
Janet Schulze, Superintendent ▪ jschulze@pittsburgusd.net ▪ (925) 473-2300

SARC

2022-23

School Accountability
Report Card
Published in 2023-24



Willow Cove Elementary School

Grades Preschool-5
CDS Code 07-61788-6004576

Catherine Borquez, Principal
cborquez@pittsburgusd.net

1880 Hanlon Way
Pittsburg, CA 94565
(925) 473-2470

www.pittsburg.k12.ca.us/willowcove



Principal's Message

Willow Cove Elementary School is currently home to 631 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 four special day classes for K-1, 1-2, 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 and physical education; a resource specialist; speech therapist; school psychologist; school counselor; behavior support aide; and Lincoln Center counselors all collaborate to ensure students are ready to learn and be successful. A library technician, nurse, a bilingual instructional aide, two 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. We work with St. Perpetua Church in Lafayette's Shoes That Fit program, which provides shoes for certain students, and Pittsburg Rotary annually provides 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.

Willow Cove has been recognized as a Special Olympics Unified Champion School by implementing three components of a Unified Champion School: Unified Sports, Inclusive Youth Leadership and Whole School Engagement for three years in a row. This program intentionally promotes social inclusion by bringing together students with and without intellectual disabilities through sports and education-related activities. The goal is to create school climates where students with disabilities feel welcome and are routinely included in all activities, opportunities and functions.

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
- Integrated ELD in all classrooms
- 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:

- Use of Accelerated Reader in English language arts, Imagine Learning, Freckle, Nearpod, Imagine Math and Accelerated Math Facts
- Universal Access for Response to Instruction (RTI), with small group instruction for FBB, BB and B students
- Early Literacy coaching for teachers with a focus on foundational reading skills
- Leveled readers are available to create differentiated student reading groups both in the school library and classroom libraries
- 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, Mindful Life Project and Coordination of Services Team (COST)
- 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



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

- Ms. Taylor Sims, President
- Ms. Heliodoro Moreno, Vice President
- Mr. George Miller, Trustee
- Mr. De'Shawn Woolridge, Trustee
- Mr. Destiny Briscoe, Trustee



Principal's Message

Continued from page 2

- Provide resources on campus to help support students with social/emotional needs through Lincoln Center, Mindful Life Project, School Counselor and a behavior support aide

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, email and Class Dojo, a parent communication and behavior tracking program

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 Vision Statement

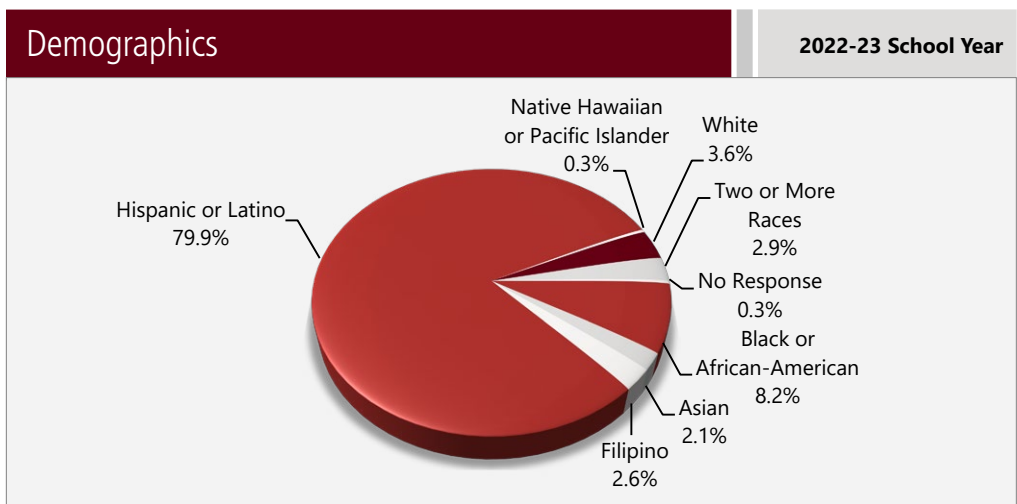
Willow Cove is committed to providing equity for all students with effective, engaging, rigorous and differentiated instruction that facilitates: language learning and early literacy; inclusive practices for special education; and focused work with English language learners by building on and recognizing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

School 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 February 2024. 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.

Enrollment by Student Group

The total enrollment at the school was 583 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

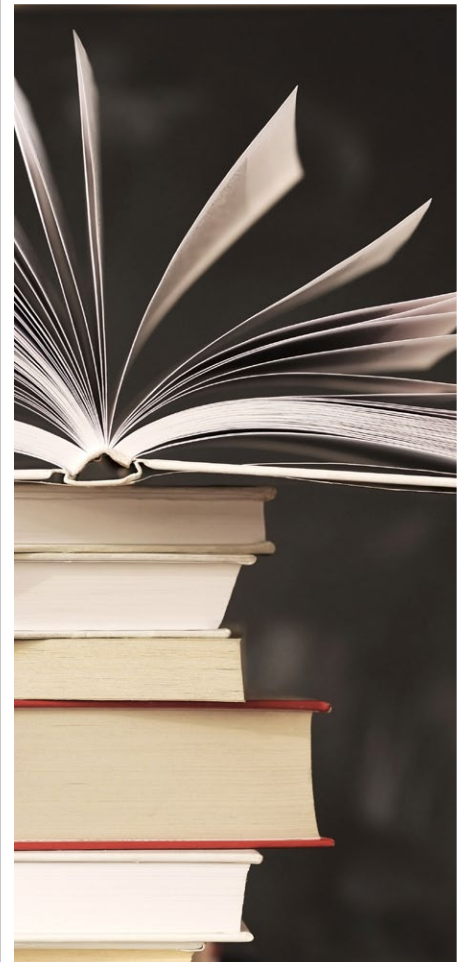


Parental Involvement

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
- STAR Student monthly recognition
- 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.



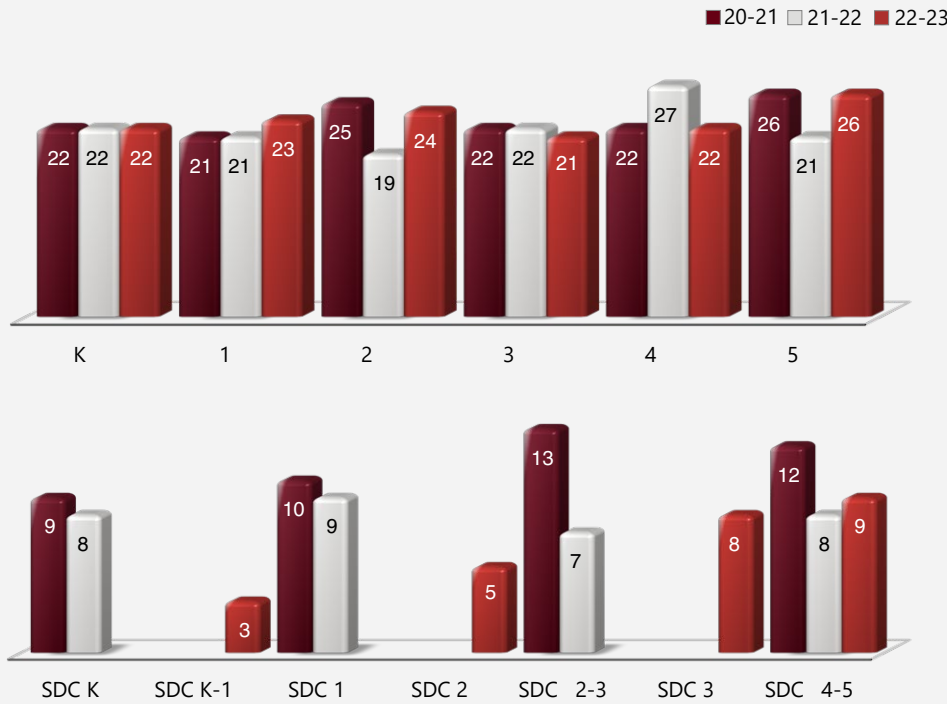


Class Size Distribution

The bar graphs display 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	2020-21			2021-22			2022-23		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	2		1	4			4	
1	4				4			4	
2		4		4				4	
3	2	3		1	3		2	2	
4	1	3		1	1	2	2	2	
5	2	2		2	2			4	
SDC K	1			1					
SDC K-1							1		
SDC 1	1			1					
SDC 2							1		
SDC 2-3	1			1					
SDC 3							1		
SDC 4-5	1			1			1		

Enrollment by Student Group

Demographics

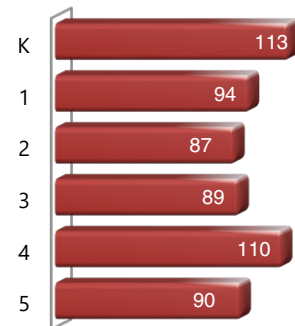
2022-23 School Year

Female	50.60%
Male	49.40%
Non-Binary	0.00%
English learners	50.60%
Foster youth	0.90%
Homeless	2.10%
Migrant	0.00%
Socioeconomically Disadvantaged	83.90%
Students with Disabilities	13.70%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	0.90%	1.40%	0.00%	5.80%	6.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	1.40%	0.00%	
Female	0.30%	0.00%	
Male	2.60%	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	1.90%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.80%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	5.30%	0.00%	
White	12.50%	0.00%	
English Learners	0.60%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	1.10%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	4.20%	0.00%	

Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
- Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
- Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.

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 diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- 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
- Diverse, current, comprehensive curriculum and materials

5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement and outcome
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

Continued on page 6





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. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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

2022-23 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	93.6%	92.6%	89.4%	86.9%	93.6%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2022-23 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	623	618	212	34.30%
Female	311	308	105	34.10%
Male	312	310	107	34.50%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	12	12	5	41.70%
Black or African American	52	52	25	48.10%
Filipino	16	16	4	25.00%
Hispanic or Latino	496	493	155	31.40%
Native Hawaiian or Pacific Islander	2	2	0	0.00%
Two or More Races	19	18	11	61.10%
White	24	23	12	52.20%
English Learners	316	314	90	28.70%
Foster Youth	6	6	3	50.00%
Homeless	24	21	9	42.90%
Socioeconomically Disadvantaged	531	526	186	35.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	95	95	42	44.20%

Board Goals

Continued from page 5

- Commitment to the environment through sustainable and green practices

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

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 ELD 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 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.

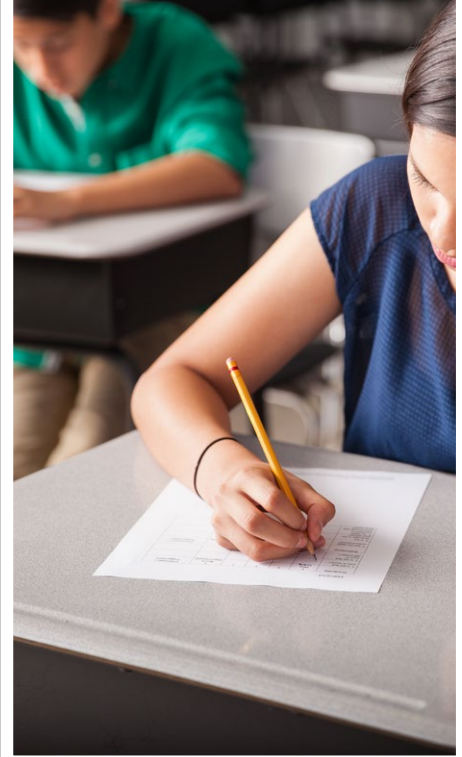


Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Willow Cove ES		Pittsburg USD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	7.77%	7.78%	14.89%	16.17%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Willow Cove ES		Pittsburg USD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	23%	20%	33%	28%	47%	46%
Mathematics	12%	11%	15%	15%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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.

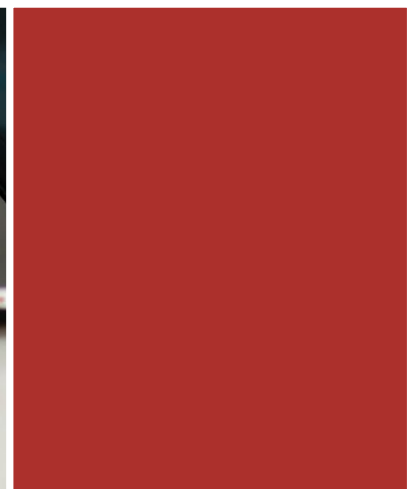
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	92	91	98.91%	1.09%	7.78%
Female	40	40	100.00%	0.00%	10.00%
Male	52	51	98.08%	1.92%	5.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	74	73	98.65%	1.35%	6.85%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	39	38	97.44%	2.56%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	15	15	100.00%	0.00%	0.00%
Socioeconomically disadvantaged	76	75	98.68%	1.32%	6.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	20	19	95.00%	5.00%	0.00%

❖ Scores are not shown 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.





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

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	293	287	97.95%	2.05%	19.51%
Female	151	149	98.68%	1.32%	17.45%
Male	142	138	97.18%	2.82%	21.74%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	23	23	100.00%	0.00%	21.74%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	233	228	97.85%	2.15%	19.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	10	90.91%	9.09%	❖
White	15	15	100.00%	0.00%	26.67%
English Learners	135	130	96.30%	3.70%	8.46%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	54	54	100.00%	0.00%	16.67%
Socioeconomically disadvantaged	249	245	98.39%	1.61%	16.73%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	44	43	97.73%	2.27%	9.30%

❖ Scores are not shown 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.

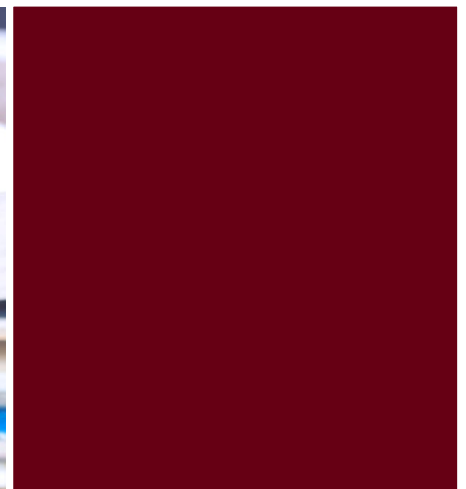




CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	293	290	98.98%	1.02%	10.69%
Female	151	150	99.34%	0.66%	7.33%
Male	142	140	98.59%	1.41%	14.29%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	23	23	100.00%	0.00%	4.35%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	233	231	99.14%	0.86%	9.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	11	10	90.91%	9.09%	❖
White	15	15	100.00%	0.00%	33.33%
English Learners	135	134	99.26%	0.74%	2.99%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	54	54	100.00%	0.00%	9.26%
Socioeconomically disadvantaged	249	246	98.80%	1.20%	8.54%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	44	43	97.73%	2.27%	4.65%

❖ Scores are not shown 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.





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		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5) DI Lecturas Maravillas, Mcgraw Hill	2017
Mathematics	Go Math!, Houghton Mifflin Harcourt (K-5)	2016
Science	Amplify Education, Amplify Science (K-5)	2022
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		2023-24 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 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.

Quality of Textbooks

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

Quality of Textbooks	
2023-24 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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	
2023-24 School Year	
Data collection date	9/13/2023





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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2023-24 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 FIT report	8/2/2023	



School Facilities

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

There are three full-time equivalent (FTE) custodians for the regular day. The head custodian is on-site from early morning to afternoon, and two night custodians are on-site from afternoon to late night. 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.

Professional Development

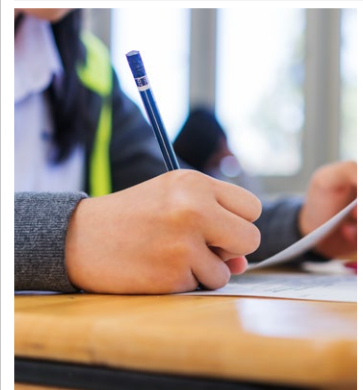
The Local Control Accountability Plan (LCAP) and the sites’ School Plan for Student Achievement (SPSA) document the selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

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 also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2021-22	3
2022-23	3
2023-24	3





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

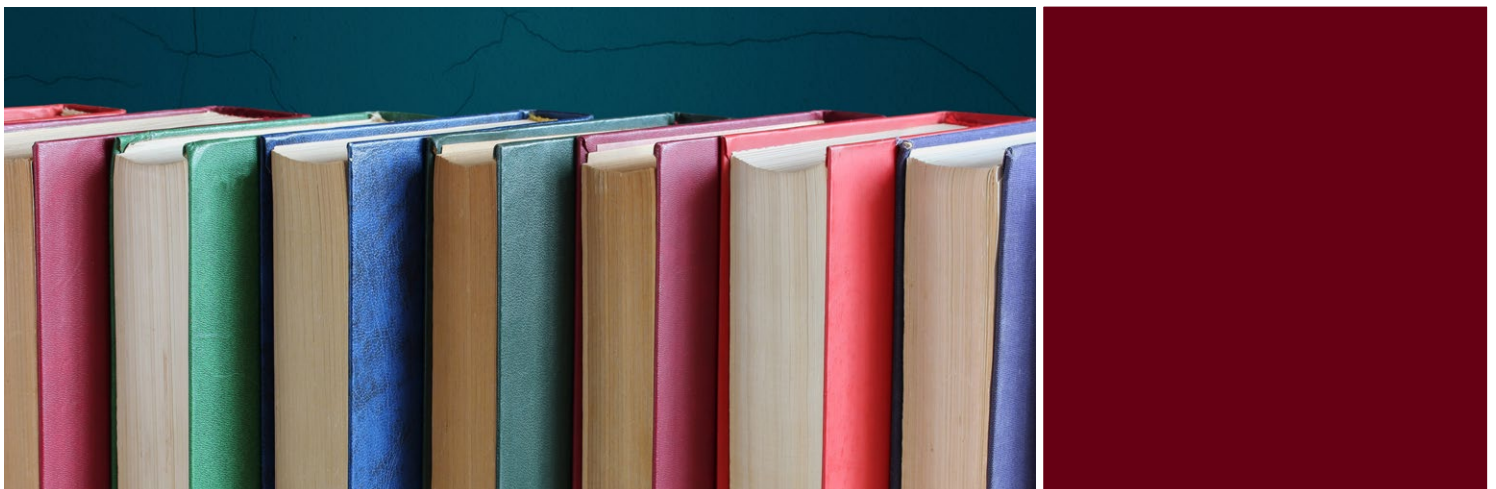
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.3	90.7%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	3.1%	15.9	3.0%	12,115.8	4.4%
Unknown	2.0	6.2%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	32.2	100.0%	521.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	28.8	87.4%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	6.1%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	3.3%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	3.0%	17.5	3.3%	11,953.1	4.3%
Unknown	0.0	0.2%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	33.0	100.0%	529.0	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	0.1
Misassignments	0.0	1.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.1

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	1.0	1.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	1.0	1.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	3.1%
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%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.80
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
✧ Not applicable.	



Financial Data

The financial data displayed in this SARC is from the 2021-22 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	2021-22 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$56,179	\$54,190
Midrange teacher salary	\$83,896	\$85,111
Highest teacher salary	\$104,258	\$104,998
Average elementary school principal salary	\$141,149	\$132,492
Average middle school principal salary	\$150,465	\$140,986
Average high school principal salary	\$164,739	\$153,884
Superintendent salary	\$247,200	\$255,502
Teacher salaries: percentage of budget	33.42%	32.09%
Administrative salaries: percentage of budget	6.08%	5.25%

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	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Willow Cove ES	\$8,718	\$83,068
Pittsburg USD	\$10,825	\$85,780
California	\$7,607	\$87,362
School and district: percentage difference	-19.5%	-3.2%
School and California: percentage difference	+14.6%	-4.9%

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$10,425
Expenditures per pupil from restricted sources	\$1,707
Expenditures per pupil from unrestricted sources	\$8,718
Annual average teacher salary	\$83,068



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://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 January 2024.