

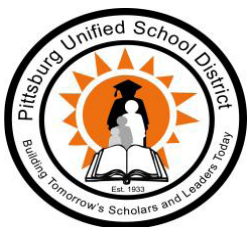
Willow Cove Elementary School

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



Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ www.pittsburg.k12.ca.us
Janet Schulze, Superintendent ▪ jschulze@pittsburgusd.net ▪ (925) 473-2300



Principal's Message

Willow Cove Elementary School is currently home to 613 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 kindergarten, first grade, 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, 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 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.

In the 2020-21 school year, Willow Cove was 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. 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.

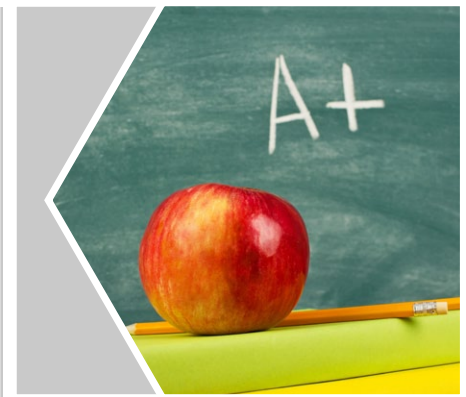
Our Goals

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, Freckly, 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
 - 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

Continued on page 4



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

Ms. Taylor Sims, trustee

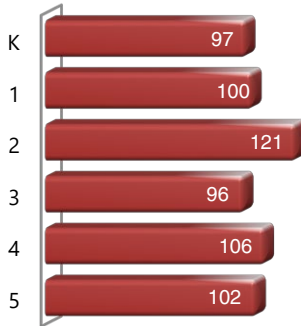
Mr. Joseph Arenivar, trustee

Mr. George Miller, trustee

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Enrollment by Student Group

Demographics

2020-21 School Year

Female	49.00%
Male	51.00%
Non-Binary	0.00%
English learners	46.50%
Foster youth	0.60%
Homeless	1.80%
Migrant	0.00%
Socioeconomically Disadvantaged	78.60%
Students with Disabilities	13.50%

Principal's Message, *Continued from page 3*

- 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 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

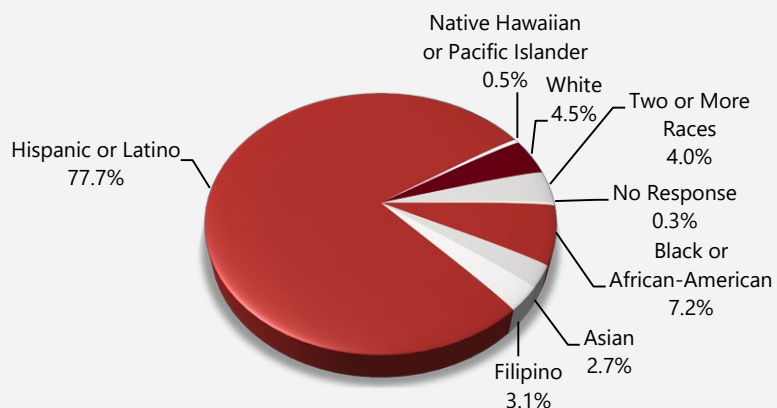
Each year, the teachers and School Site Council review the school safety plan. The school faculty last reviewed, updated and discussed the school safety plan in August 2021. Key elements of the plan include crisis-response procedures; daily procedures; and procedures and policies for handling harassment 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 622 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

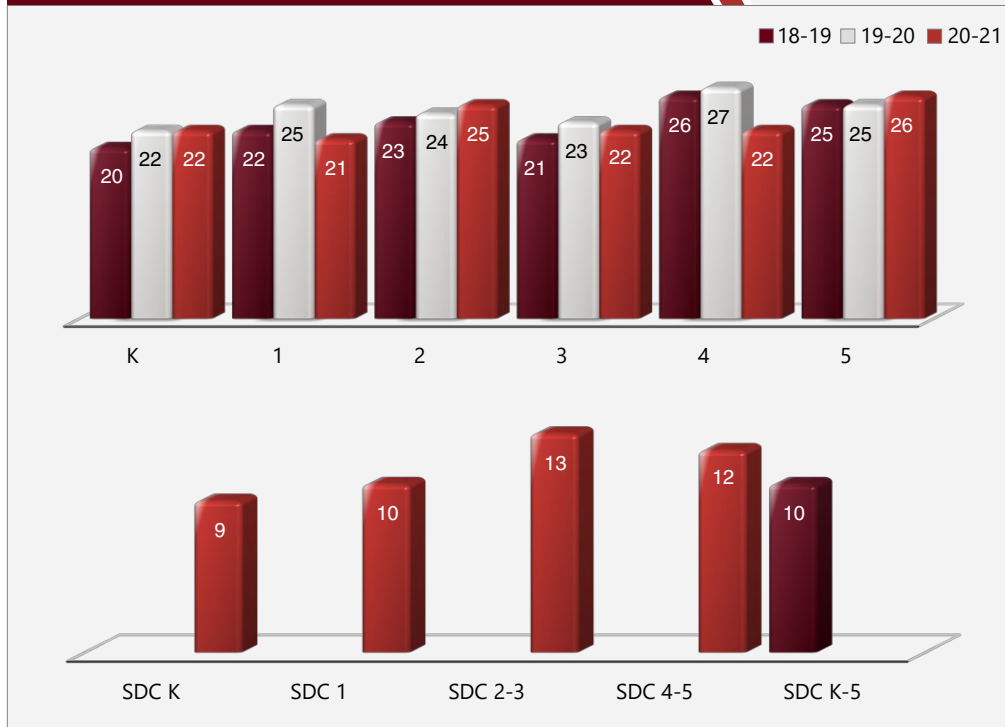


Class Size Distribution

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



Parental Involvement

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

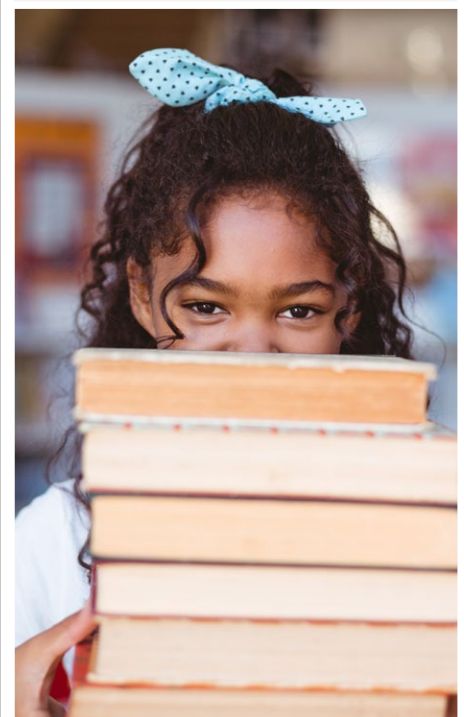
- Classroom volunteer program
- Parent Club
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)
- Title I parent meeting
- Back-to-school night
- Academic Recognition Medal Ceremony
- STAR Student monthly recognition
- Parent-teacher-student goal-setting conferences in October
- Math 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.

Number of Classrooms by Size

Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4	2		3	1		2	2	
1	2	3		4			4		
2		4		5				4	
3	2	3		2	2		2	3	
4	2		2	2	2		1	3	
5	2	2		2	2		2	2	
SDC K							1		
SDC 1							1		
SDC 2-3							1		
SDC 4-5							1		
SDC K-5	3								



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, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goals and commitment is to achieve a 100% graduation rate

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

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.

Suspensions and Expulsions					Two-Year Data	
	Willow Cove ES		Pittsburg USD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	1.0%	0.0%	8.8%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year
	Willow Cove ES	Pittsburg USD	California	
	2019-20	2019-20	2019-20	
Suspension rates	0.9%	5.7%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2020-21 School Year
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Willow Cove ES
	Grade 5
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	642	634	75	11.80%
Female	317	312	42	13.50%
Male	325	322	33	10.20%
American Indian or Alaska Native	0	0	0	0.00%
Asian	17	17	1	5.90%
Black or African American	51	49	10	20.40%
Filipino	19	19	0	0.00%
Hispanic or Latino	494	489	56	11.50%
Native Hawaiian or Pacific Islander	5	5	1	20.00%
Two or More Races	26	26	3	11.50%
White	28	27	4	14.80%
English Learners	311	308	31	10.10%
Foster Youth	8	8	4	50.00%
Homeless	11	11	2	18.20%
Socioeconomically Disadvantaged	517	514	69	13.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	94	92	14	15.20%

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

2019-20	3
2020-21	3
2021-22	3

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:

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



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	**	■	**	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

** This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

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

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or more races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically disadvantaged	*	*	*	*	*
Students receiving Migrant Education services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*

* This school did not test students using the CAASPP for Science.



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

Assessment Name: iReady ELA

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	300	298	99.3%	0.7%	14.0%
Female	137	137	100.0%	0.0%	12.0%
Male	163	161	98.8%	1.2%	16.0%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	15	14	93.3%	6.7%	14.0%
Filipino	12	12	100.0%	0.0%	33.0%
Hispanic or Latino	233	232	99.6%	0.4%	12.0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	15	15	100.0%	0.0%	20.0%
White	12	12	100.0%	0.0%	33.0%
English Learners	133	132	99.2%	0.8%	2.0%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	50	49	98.0%	2.0%	16.0%
Socioeconomically disadvantaged	236	234	99.2%	0.8%	11.0%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	50	49	98.0%	2.0%	8.0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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

Assessment Name: iReady Math

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	300	299	99.7%	0.3%	9.0%
Female	137	136	99.3%	0.7%	11.0%
Male	163	163	100.0%	0.0%	7.0%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	15	15	100.0%	0.0%	0.0%
Filipino	12	12	100.0%	0.0%	25.0%
Hispanic or Latino	233	232	99.6%	0.4%	9.0%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	15	15	100.0%	0.0%	13.0%
White	12	12	100.0%	0.0%	0.0%
English Learners	133	132	99.2%	0.8%	2.0%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	50	50	100.0%	0.0%	8.0%
Socioeconomically disadvantaged	236	235	99.6%	0.4%	10.0%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	50	49	98.0%	2.0%	2.0%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in mathematics. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



Quality of Textbooks

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

Quality of Textbooks	
2021-22 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	
2021-22 School Year	
Data collection date	
9/8/2021	

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

2021-22 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	California Science, Macmillan McGraw Hill (K-5)	2007
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

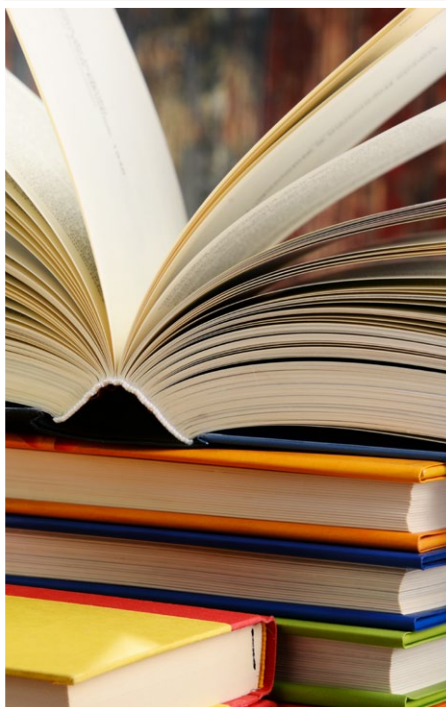
Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2021-22 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.

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		2021-22 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	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	5/24/2021	

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			2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Structural	Bldg. 5 Boys Restroom- Inoperative exhaust fan; Work order has been placed for repairs(wo#50038). Bldg. 5 Girls Restroom- Inoperative exhaust fan; Work order has been placed for repairs(wo#50039)	8/26/2021	
External	Grounds Front of school-Damaged/worn play surface; Work order has been placed for repairs(wo#50040).	Ongoing	

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.

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School Facilities

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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.

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

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

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

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays 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%

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

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Willow Cove ES	
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

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/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>.

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

2020-21 School Year

Indicator	Willow Cove ES
Credentialed Teachers Authorized on a Permit or Waiver	1.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	1.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments

2020-21 School Year

Indicator	Willow Cove ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

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>.



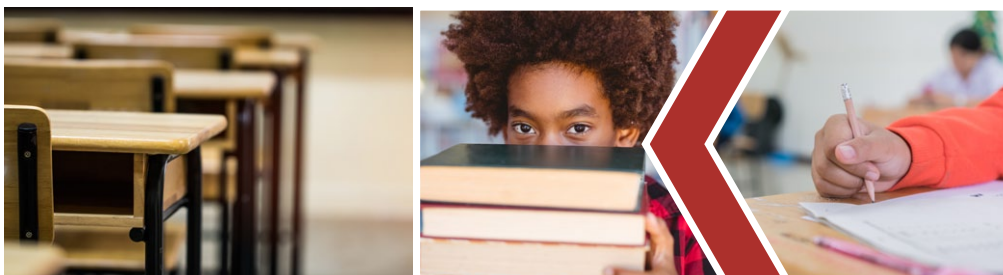
Academic Counselors and School Support Staff

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

2020-21 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.00
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
✧ 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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$7,868
Expenditures per pupil from restricted sources	\$858
Expenditures per pupil from unrestricted sources	\$7,011
Annual average teacher salary	\$76,656

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.

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.

Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$51,946	\$52,562
Midrange teacher salary	\$77,574	\$83,575
Highest teacher salary	\$96,401	\$104,166
Average elementary school principal salary	\$126,017	\$131,875
Average middle school principal salary	\$135,387	\$137,852
Average high school principal salary	\$138,600	\$150,626
Superintendent salary	\$240,000	\$260,243
Teacher salaries: percentage of budget	33%	34%
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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Willow Cove ES	\$7,011	\$76,656
Pittsburg USD	\$9,115	\$78,002
California	\$8,444	\$86,376
School and district: percentage difference	-23.1%	-1.7%
School and California: percentage difference	-17.0%	-11.3%

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 2022.

School Accountability Report Card

PUBLISHED BY:



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: English Language Arts (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	5,730	17	0.30%	99.70%	5.88%
Female	2,809	7	0.25%	99.75%	--
Male	2,920	10	0.34%	99.66%	--
American Indian or Alaska Native	--	--	--	--	--
Asian	172	1	0.58%	99.42%	--
Black or African American	887	2	0.23%	99.77%	--
Filipino	251	2	0.80%	99.20%	--
Hispanic or Latino	3,765	11	0.29%	99.71%	9.09%
Native Hawaiian or Pacific Islander	60	0	0.00%	100.00%	--
Two or more races	298	0	0.00%	100.00%	--
White	289	1	0.35%	99.65%	--
English Learners	1,393	6	0.43%	99.57%	--
Foster Youth	37	0	0.00%	100.00%	--
Homeless	102	0	0.00%	100.00%	--
Military	303	0	0.00%	100.00%	--
Socioeconomically disadvantaged	2,357	4	0.17%	99.83%	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	670	17	2.54%	97.46%	5.88%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level CAASPP Test Results by Student Group: Mathematics (grades 3-8 and 11)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
LEAwide	5,730	17	0.30%	99.70%	5.88%
Female	2,809	7	0.25%	99.75%	--
Male	2,920	10	0.34%	99.66%	--
American Indian or Alaska Native	--	--	--	--	--
Asian	172	1	0.58%	99.42%	--
Black or African American	887	2	0.23%	99.77%	--
Filipino	251	2	0.80%	99.20%	--
Hispanic or Latino	3,765	11	0.29%	99.71%	9.09%
Native Hawaiian or Pacific Islander	60	0	0.00%	100.00%	--
Two or more races	298	0	0.00%	100.00%	--
White	289	1	0.35%	99.65%	--
English Learners	1,393	6	0.43%	99.57%	--
Foster Youth	37	0	0.00%	100.00%	--
Homeless	102	0	0.00%	100.00%	--
Military	303	0	0.00%	100.00%	--
Socioeconomically disadvantaged	2,357	4	0.17%	99.83%	--
Students receiving Migrant Education services	0	0	0.00%	0.00%	0.00%
Students with Disabilities	670	17	2.54%	97.46%	5.88%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8 and 11)
 Assessment Name: iReady ELA & Math (Elem, JHS); iReady ELA & MARS Math Performance Task (HS)

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	5,723	5,250	91.7%	8.3%	16%
Female	2,811	2,611	92.9%	7.1%	18%
Male	2,911	2,638	90.6%	9.4%	14%
American Indian or Alaska Native	--	--	--	--	--
Asian	174	169	97.1%	2.9%	30%
Black or African American	876	776	88.6%	11.4%	11%
Filipino	255	242	94.9%	5.1%	37%
Hispanic or Latino	3,773	3,471	92.0%	8.0%	13%
Native Hawaiian or Pacific Islander	64	56	87.5%	12.5%	14%
Two or more races	270	254	94.1%	5.9%	22%
White	287	263	91.6%	8.4%	26%
English Learners	1,383	1,251	90.5%	9.5%	2%
Foster Youth	--	--	--	--	--
Homeless	46	42	91.3%	8.7%	10%
Military	863	774	89.7%	10.3%	13%
Socioeconomically disadvantaged	4,524	4,164	92.0%	8.0%	13%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	803	684	85.2%	14.8%	7%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8 and 11)
 Assessment Name: iReady ELA & Math (Elem, JHS); iReady ELA & MARS Math Performance Task (HS)

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	5,723	5,034	88.0%	12.0%	11%
Female	2,811	2,504	89.1%	10.9%	12%
Male	2,911	2,529	86.9%	13.1%	9%
American Indian or Alaska Native	--	--	--	--	--
Asian	174	157	90.2%	9.8%	20%
Black or African American	876	756	86.3%	13.7%	7%
Filipino	255	233	91.4%	8.6%	35%
Hispanic or Latino	3,773	3,318	87.9%	12.1%	9%
Native Hawaiian or Pacific Islander	64	54	84.4%	15.6%	7%
Two or more races	270	250	92.6%	7.4%	17%
White	287	247	86.1%	13.9%	14%
English Learners	1,383	1,198	86.6%	13.4%	3%
Foster Youth	--	--	--	--	--
Homeless	46	40	87.0%	13.0%	3%
Military	863	740	85.7%	14.3%	10%
Socioeconomically disadvantaged	4,524	3,992	88.2%	11.8%	9%
Students receiving Migrant Education services	--	--	--	--	--
Students with Disabilities	803	662	82.4%	17.6%	5%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

