

# Frances E. Willard Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Frances E. Willard Elementary School
<b>Street</b>	3152 North Willard Avenue
<b>City, State, Zip</b>	Rosemead, CA 91770
<b>Phone Number</b>	(626) 307-3375
<b>Principal</b>	Jeff Maljian
<b>Email Address</b>	jmaljian@gesd.us
<b>School Website</b>	<a href="https://willard.garvey.k12.ca.us/">https://willard.garvey.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	19-64550-6013544

## 2023-24 District Contact Information

<b>District Name</b>	Garvey School District
<b>Phone Number</b>	(626) 307-3400
<b>Superintendent</b>	Anita Chu
<b>Email Address</b>	achu@garvey.k12.ca.us
<b>District Website</b>	<a href="http://www.garvey.k12.ca.us">www.garvey.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

Willard serves approximately 301 students from Transitional Kindergarten through sixth grade. Approximately 46.5% of our students are designated as English learners. We are fortunate to have a Federal Head Start Program on our campus. We develop leadership among our students by teaching and practicing the 7 Habits of Effective Leaders. In addition, the PBIS program is a central pillar in our school. In tandem with PBIS and the 7 Habits, we are creating a strong leadership model that will foster a positive climate where character building and academic skills will be developed and enhanced to a higher standard. Willard Elementary School became a Title 1 Distinguished School in 2014.

**Mission Statement:** The staff at Willard Elementary School is committed to the belief that all students can succeed, and we are dedicated to providing them with the skills necessary to be better prepared for their future in a changing society.

The staff at Willard strives to create a community of academically enriched and technologically adept children, with positive social and ethical values, thus enabling them to become productive lifelong learners in an ever changing culturally diverse society.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	33
Grade 2	46
Grade 3	36
Grade 4	44
Grade 5	47
Grade 6	36
Total Enrollment	310

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.8%
Male	55.2%
Asian	49%
Filipino	1%
Hispanic or Latino	49%
Two or More Races	0.3%
White	0.6%
English Learners	50.3%
Homeless	0.3%
Migrant	0.3%
Socioeconomically Disadvantaged	70.6%
Students with Disabilities	16.8%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.00	92.86	181.40	94.88	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.52	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.52	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	1.00	7.14	7.70	4.07	18854.30	6.86
<b>Total Teaching Positions</b>	14.00	100.00	191.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.80	87.41	190.60	93.02	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.49	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	6.30	5.00	2.44	11953.10	4.28
<b>Unknown</b>	1.00	6.30	6.30	3.07	15831.90	5.67
<b>Total Teaching Positions</b>	15.80	100.00	204.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Garvey School District adheres to California Education Code which requires that each student, including English Learners and those in special day classes, have a State-adopted, standards-based textbook/application for use in the defined subject areas of English/reading/language arts, history-social science, mathematics, and science. Students must be assigned a single textbook/application in each subject that they can use both at home and in class. Instructional materials at Garvey School District support the curriculum, the California frameworks and California Standards, and instructional strategies; comply with California Education Code requirements regarding the evaluation of materials; and are deemed appropriate for the grade, ability, language proficiency, and maturity level of students being taught.

<b>Year and month in which the data were collected</b>	September 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	(K-6) Benchmark Education Company, Benchmark Advance, 2015 Student Textbook, and Online Access.  (TK) Teaching Strategies, The Creative Curriculum for Transitional Kindergarten, designed for California, 2023, online access	Yes	0%
<b>Mathematics</b>	(K-6) Houghton Mifflin Harcourt, Go Math! 2014 – Student Textbook, Work-text, and Online Access  (TK) Teaching Strategies, The Creative Curriculum for Transitional Kindergarten, designed for California, 2023, online access	Yes	0%
<b>Science</b>	(K-8) Delta Education - FOSS Next Generation, 2018, Student Textbook, Work-text, and Online access  (TK) Teaching Strategies, The Creative Curriculum for Transitional Kindergarten, designed for California, 2023, online access	Yes	0%
<b>History-Social Science</b>	(K-6) McGraw Hill Education, Impact California Social Studies, 2019 – Student Textbook and Online Access  (TK) Teaching Strategies, The Creative Curriculum for Transitional Kindergarten, designed for California, 2023, online access	Yes	0%

## School Facility Conditions and Planned Improvements

Based on a recent site inspection conducted during the month of December 2021, school grounds, classrooms, offices, cafeteria, and library were all found to be in good condition. Structural and restroom repairs were needed. Ongoing maintenance and upgrading efforts will be made to ensure proper facility management.

**Year and month of the most recent FIT report**

12/8/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Work orders created to correct deficiencies.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Work orders created to correct deficiencies.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated 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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	47	52	56	56	47	46
<b>Mathematics</b> (grades 3-8 and 11)	38	48	50	53	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	163	158	96.93	3.07	51.90
<b>Female</b>	79	78	98.73	1.27	52.56
<b>Male</b>	84	80	95.24	4.76	51.25
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	87	84	96.55	3.45	65.48
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	72	70	97.22	2.78	37.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	57	52	91.23	8.77	17.31
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	123	121	98.37	1.63	49.59
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	27	100.00	0.00	14.81

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	163	162	99.39	0.61	48.15
<b>Female</b>	79	79	100.00	0.00	45.57
<b>Male</b>	84	83	98.81	1.19	50.60
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	87	87	100.00	0.00	70.11
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	72	71	98.61	1.39	22.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	57	56	98.25	1.75	21.43
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	123	123	100.00	0.00	43.09
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	27	100.00	0.00	7.41

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	19.44	33.33	41.10	41.89	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	48	46	95.83	4.17	30.43
<b>Female</b>	22	22	100.00	0.00	36.36
<b>Male</b>	26	24	92.31	7.69	25.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	24	23	95.83	4.17	39.13
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	22	21	95.45	4.55	23.81
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	15	13	86.67	13.33	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	35	34	97.14	2.86	23.53
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	45	48	48	44	44

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents, guardians, and community members are an integral part of the support system for Garvey School District students. There are many opportunities for parents to participate in collaborative decision-making with the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and District Level Committees. In addition, parents can take advantage of the numerous parent workshops provided by Learning Support Services, held at the District Parent Center (PEC) on topics that include academic achievement, social emotional needs, and family literacy. It is always a pleasure to welcome parents/guardians to student performances, student recognition assemblies and other school functions. In addition, maintaining constant communication with their child's teacher(s) is critical through attending Parent/Teacher Conferences, participating in Back-to-School Night and Open House, staying informed through notices, emails, Parentsquare, Class Dojo, phone calls, social media, and newsletters as some examples of involvement. We appreciate parental support and partnership.

In accordance with Title 1 regulations, our school jointly develops with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and engage in a partnership to help children achieve the State's high standards. As previously mentioned, there are ample opportunities for parents to participate in the governance of the school by joining any of the many committees such as School Site Council, ELAC, School Advisory Committee, and District Level Committees as well. The purpose of the ELAC (English Learner Advisory Committee) is to advise the principal and school staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement. Representatives from this group attend monthly DELAC meetings facilitated by Learning Support Services. The SSC (School Site Council) is a team of the principal, teachers, other school personnel, parents and community members who are elected that develop the mission and goals for the improvement of an individual school community. School Site Council evaluates the effectiveness of the school plan and revises it based on data collected throughout the year. This group meets 4-5 times each year.

During the 2022-2023 school year, Willard parents participated in the following: School Site Council (SSC), English Learner Advisory Committee (ELAC) and with the Parent Teacher Association (PTA). We also had parents who participated at the District level DELAC. Willard has 2 home school community coordinators who provide information to all families concerning

## 2023-24 Opportunities for Parental Involvement

opportunities for parent involvement. The District also has a district home school community services specialist who organizes ongoing parent involvement activities at the Parent Education Center. Willard hosts a Back to School Night as well as Open House to allow the parents to visit the various classrooms. PTA also hosted school-wide events in the Winter and Spring to engage parents, students and the community. Parent conferences are held at least twice a year to share the growth of their students.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	337	329	94	28.6
Female	151	146	42	28.8
Male	186	183	52	28.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	162	160	15	9.4
Black or African American	0	0	0	0.0
Filipino	3	3	1	33.3
Hispanic or Latino	169	163	77	47.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	2	2	1	50.0
English Learners	176	173	40	23.1
Foster Youth	2	0	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	273	268	84	31.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	58	58	28	48.3

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.89	0.59	0.00	1.24	1.86	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.59	0
<b>Female</b>	0	0
<b>Male</b>	1.08	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0.62	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0.59	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	0	0
<b>English Learners</b>	1.14	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0.73	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	0	0

## 2023-24 School Safety Plan

Willard Elementary has a comprehensive school safety plan that is updated annually by the School Safety Committee, and the School Site Council as well as outside community resources (Fire Department and Sheriff Deputy). This plan details measures for staff and students to implement during emergency situations. The School Safety Plan was reviewed and approved by the School Site Council on 12.13.2023. In addition, the Willard staff and students participate in practice drills on a monthly basis for one of the following emergency events: fire, earthquake, shelter-in-place, and lockdown. We also take part in an annual District Wide Earthquake drill.

The District Discipline information was distributed to parents through parent meetings and PBIS (Positive Behavioral Interventions and Supports) parent meeting. PBIS matrix and incentives include items specific to Willard School. Classroom and school rules were discussed with students, posted, and shared with parents during Back-to-School Night. District Counselors and Behaviorists work with the students to sustain programs and focus on PBIS.

## 2023-24 School Safety Plan

Last Updated 11/1/22, Last Reviewed with Staff: 9/5/2023

### D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	27		1	
2	27		1	
3	20	2		
4	38			1
5	30		2	
6	24		2	
Other	14	2	1	

#### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	3		
1	14	3		
2	12	3		
3	13	3		
4	19	2		
5	18	1	1	
6	20	1	2	
Other	6	3		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	2	0
1	22	0	1	0
2	26	0	1	0
3	25	0	1	0
4	29	0	1	0
5	28	0	1	0
6	32	0	1	0
Other	17	3	3	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	620

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.1



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6045.72	197.00	5848.73	102476.63
District	N/A	N/A	5288.26	\$89,553
Percent Difference - School Site and District	N/A	N/A	10.1	14.0
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-12.0	19.1

## Fiscal Year 2022-23 Types of Services Funded

The school provides a wide range of programs and supplemental services to meet the learning needs of individual students in order to develop their full potential. They include: 1) the standards-based core program for all students that are supported by the district-adopted curricular materials; and 2) supplemental services for identified students that are funded by programs such as special education, and other categorical programs, including programs for below grade level students, English learners and Migrant Education students and 3) through supplemental programs to support the core program such as Accelerated Reader, Scholastic Readers, Seesaw, Reflex Math and ESGI. Students are serviced during school hours as well as through Rti intervention before and after school.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,451	\$54,046
Mid-Range Teacher Salary	\$88,075	\$84,515
Highest Teacher Salary	\$109,931	\$110,867
Average Principal Salary (Elementary)	\$129,156	\$136,841
Average Principal Salary (Middle)	\$133,980	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$231,407	\$217,473
Percent of Budget for Teacher Salaries	29.84%	32.43%
Percent of Budget for Administrative Salaries	4.51%	5.62%

## Professional Development

Garvey School District is committed to providing high quality professional learning for administrators, teachers, classified staff and parents, aligned to the District's Mission and Vision. Teachers and staff participate in Professional Development Days that are driven by student achievement data, staff learning needs, and research-based best practices. District-wide days of professional

learning and collaboration are concentrated around our academic and whole-child focus areas with an emphasis on English Learners, Foster Youth, and Low-income Pupils. Each site's professional development plan is designed collaboratively to address identified student achievement and staff needs that are aligned to the District's focus areas as indicated in each site's School Plan for Student Achievement (SPSA). Garvey administrators, teachers, and staff also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers.

The District's Resource Teachers (DRTs) support District instructional initiatives and compliance efforts around English Learner services and Significant Disproportionality. A team of veteran teachers serve as the District's teacher support program mentors for Garvey's Teacher Induction Program for participating teachers in the process of clearing their credential. These programs support the training, development, and retention of high quality teachers using current research on effective teaching and grounds what they are learning in daily practices. Garvey administrators, teachers, and District Certificated staff also engage in regular Professional Learning Community opportunities to grow and learn collaboratively with peers.

Learning Support Services Department provided numerous opportunities for professional development throughout the school year to align lessons to common core standards. Topics included: trainings on ELA Benchmark Advance, Go-Math, Core English Language Development, Collaborative Lesson Planning, Social Emotional Learning and Using Technology in the Classroom. Each school identified areas based on student achievement data and focused teacher professional development in providing effective first instruction in these key areas. Willard teachers participated in weekly staff professional development to collaborate and implement instruction aligned with the district plan. Professional Conferences were offered to teachers to increase their knowledge of strategies to meet the needs of all students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3