



PUSD
Pasadena Unified School District

SUPERINTENDENT

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DISTRICT MISSION STATEMENT

The PUSD's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in, and contribute to, a diverse society.

** Data in this report are reflective of the 2007-08 school year unless otherwise noted.*

Willard Elementary International Baccalaureate Magnet School



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2008-2009 School Accountability Report Card

Principal's Message

Willard Elementary International Baccalaureate Magnet School is an International Baccalaureate Primary Years Programme authorized by the IB Organization in Geneva, Switzerland. This designation makes Willard the second school in California to meet the international standards for education.

The California Department of Education (CDE) has recognized Willard School for its student achievement. For five consecutive years, CDE has selected Willard School for the Title I Academic Achievement Award. The official Title I Academic Achievement Award banners for 2005, 2006, 2007, 2008, and 2009 proudly hang in the school's main hallway.

Willard is an exciting learning environment where all of our staff are committed to providing the very best educational opportunities for every student. It is a family-oriented school with an outstanding teaching staff. Willard's teacher spends many hours planning instruction and designing learning experiences that are academically challenging and appropriately aligned with state and district content standards. The teachers are supported by excellent clerical paraprofessional, and custodial staff members.

Willard provides excellent opportunities for its students in the performing and visual arts. The school community is proud of its instrumental and choral music programs. Every child at Willard has an opportunity to perform before an audience during the school year.

The Willard staff is committed to the success of all students.

Goals & Mission Statement

Willard's mission is to provide a rigorous education through inquiry and investigation. Our aim is to develop global citizens who are well-balanced, life-long learners, as well as critical and compassionate thinkers.

Community & School Profile

Willard is one of 20 elementary schools in the Pasadena Unified School District, which also includes three intermediate schools and five high schools. During the 2007-08 school year, 636 students were enrolled in grades kindergarten through five. The 2007-08 student population consisted of 69% Socioeconomically Disadvantaged, 22% English Learners, and 9% Students with Disabilities. Additional demographics are illustrated in the chart.

Willard was awarded the Magnet School Assistance Grant for Technology. The school received a significant contribution to help transition the school into an International Baccalaureate School and Technology Magnet.

Student Enrollment by Ethnic Group	
2007-08	
	<u>Percentage</u>
African American	10.0%
American Indian	0.2%
Asian	6.5%
Caucasian	12.5%
Filipino	1.1%
Hispanic or Latino	64.1%
Pacific Islander	0.2%
Multiple or No Response	5.4%

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Discipline & Climate for Learning

Students at Willard are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of the discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral standards developed by Willard. Parents and students are informed of discipline policies through classroom orientation, schoolwide assemblies, and individual student handbooks. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

The suspensions and expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	34	23	10	4302	3481	4235
Suspension Rate	5.8%	3.7%	1.6%	20.2%	16.7%	20.6%
Expulsions	0	0	0	38	20	13
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%

Student Recognition

Certificates, prizes, and various other awards are given to students during assemblies and special presentations throughout the school year.

Activities, honors, and programs include:

- Student-of-the-Month
- Math Field Day
- Student Council
- Perfect Attendance
- Physical Education
- Rising Stars

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Willard participates in the after-school LEARNS program, offered for three hours each day, Monday through Friday. Students receive one hour of homework help, one hour of enrichment, and one hour of academics. The school provides extracurricular activities, clubs, and programs through LEARNS which include: chorus, dance, leadership, art, poetry, and cheerleading.

Willard provides its students with a large music program. First and second grade students participate in TEMPO which connects music with language arts. All third grade students learn to play the violin, fourth grade students participate in the CIE program, and fifth grade students participate in the FLARE Program.

All students at Willard are required to take a foreign language and may also choose from a variety of elective classes, including:

- Chess & Logic Games
- Photography
- Sports
- Advanced Art
- Film Making
- Poetry
- Drama
- Jazz Dance
- Recorders

Homework

Willard Elementary feels homework is a fundamental part of the learning process, helping to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.



Class Size

Willard maintained a schoolwide average class size of 21.5 students and a pupil-to-teacher ratio of 18:8 for the 2007-08 school year. The chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
K	20	19	20	5	6	6	-	-	-	-	-	-
1	19	20	20	6	5	3	-	-	-	-	-	-
2	19	20	20	5	5	5	-	-	-	-	-	-
3	17	20	20	5	4	2	-	-	-	-	-	-
4	29	30	35	-	1	-	3	-	-	-	2	2
5	31	33	33	-	-	-	3	1	-	-	2	2
K-3	-	19	20	-	1	5	-	-	-	-	-	-
4-8	-	-	34	-	-	-	-	-	-	-	-	1

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The chart displays the percentage of classrooms at Willard that successfully met CSR requirements for the past three years.

	CSR Participation		
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The chart illustrates the trend in enrollment for the last three years.

Attendance Rates		
	School	
	2007-08	2008-09
September	97.8	97.8
October	96.9	97.3
November	96.2	96.9
December	91.6	95.9
January	93.8	*
February	95.4	*
March	96.2	*
April	96.3	*
May	95.9	*
June	95.9	*

*Data unavailable at the time of publication

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

Textbooks & Instructional Materials

Pasadena Unified School District held a Public Hearing on October 21, 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in December 2008 in regards to the textbooks in use at the school during the current year (2008-09).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	Health	Harcourt Brace	2007	Yes	0.0%
K-6	Health	Mendez Foundation	2003	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-6	Reading Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
6th	Science	CPO Science	2007	Yes	0.0%
K-5	Science	Harcourt Brace	2007	Yes	0.0%
K-6	Visual and Performing Arts	Scott Foresman	2007	Yes	0.0%
K-6	Visual and Performing Arts	SRA/McGraw-Hill	2007	Yes	0.0%

Library Information

The school's state-of-the-art library/media center, staffed by a full-time Library Coordinator, is stocked with a variety of books for student use and check-out. Students visit the library on a regular basis with their classrooms, and are encouraged to visit during recess and at lunch.

Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. All classrooms have an average of four Internet-connected computers. The school's computer lab, staffed by a full-time computer teacher, contains an additional 41 workstations. Willard's state-of-the-art technology program is a model for other schools within the district. Students receive standards-based computer instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency. For additional research materials and Internet availability, students are encouraged to visit Pasadena's public libraries which contain numerous computer workstations.

Computer Resources			
	05-06	06-07	07-08
Computers	200	200	198
Students per computer	2.9	3.1	3.2
Classrooms connected to Internet	34	34	40

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the district libraries located in Los Angeles county, which contain numerous computer workstations.

Curriculum Improvement

All curriculum development at Willard revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Willard's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Grade Level meetings are held to develop the curriculum and set grade level goals.

Parent & Community Involvement

Parental involvement represents the most important strategy in promoting student achievement. Parents participate in many of the school committees and volunteer in the classroom. In addition, parents may volunteer their time at the bi-monthly Work Day, in an effort to assist teachers. Willard also offers parent education, technology, and nutrition classes.

The Adopt-A-School Program continues to be a way of forming new school partnerships. Participants help with tutoring, class and school projects, acquiring materials, and supporting Willard's Student-of-the-Month program. Several organizations provide assistance to Willard including:

- All Saints Episcopal Church
- Book Pals program
- Boys & Girls Club
- Chapman Woods Homeowners Association
- In-N-Out Burger Restaurant
- Islands Fine Burgers & Drinks Restaurant
- Pasadena Symphony
- Pasadena Assistance League
- Target Stores
- Unity Church
- Women of the Woods

Contact Information

Parents who wish to participate in Willard's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5690, or visit the district website at www.pusd.us.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Willard. These measure students' actual progress as well as the effectiveness of the instructional program. The Lions Assessments are given to all grades every six weeks to monitor the students progress in language arts. Teachers also administer assessments that correlate with textbooks and instructional materials.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	8	8	
Similar Schools Rank	10	10	10	
All Students				
Actual Growth	47	5	6	842
Socioeconomically Disadvantaged				
Actual Growth	45	-3	13	830
Hispanic or Latino				
Actual Growth	43	15	1	824
English Learners				
Actual Growth	54	16	-17	800

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)															
	% Participation Rate						% Proficient or Advanced								
	Language			Mathematics			Language			Mathematics					
	School	District		School	District		School	District		School	District				
All Students	Met	%	Yes	Met	%	Yes	Met	%	Yes	Met	%	Yes	Met	%	Yes
	Yes	99	Yes	99	Yes	99	Yes	99	Yes	53.5	44.0	Yes	74.3	46.9	
Subgroups															
African American	Yes	100	Yes	98	Yes	100	Yes	99	Yes	73.1	40.2	Yes	73.1	37.0	
Asian	*	100	Yes	100	*	100	Yes	100	*	88.5	75.8	*	88.5	82.2	
Filipino	*	100	Yes	100	*	100	Yes	100	*	*	62.1	*	**	65.5	
Hispanic	Yes	99	Yes	99	Yes	99	Yes	99	Yes	71.4	36.9	Yes	71.4	43.3	
Caucasian	*	100	Yes	99	*	100	Yes	99	*	82.9	67.8	*	82.9	66.3	
Socioeconomically Disadvantaged	Yes	100	Yes	99	Yes	100	Yes	99	Yes	72.4	36.2	Yes	72.4	42.1	
English Learners	Yes	100	Yes	99	Yes	100	Yes	99	Yes	67.9	23.7	Yes	67.9	35.4	
Students w/ Disabilities	*	100	Yes	97	*	100	Yes	97	*	76.5	22.4	*	76.5	25.7	

* Not a numerically significant subgroup for this school

** Due to the number of students tested, scores are not disclosed.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Physical Fitness

In the spring of each year, Willard Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 28.89% of the school's fifth grade students either met or exceeded state fitness standards.



Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	20.51%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all sixth through eighth grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels:

- Advanced (exceeds state standards)
- Proficient (meets standards)
- Basic (approaching standards)
- Below Basic (below standards)
- Far Below Basic (well below standards)

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, eighth grade Social Science, and eighth grade Science for the most recent three-year period, is shown. Summative math scores for eighth grade are not shown. For results on course specific tests, please visit <http://star.cde.gov/>.

California Standards Test (CST)																												
Combined % of Students Scoring at Proficient and Advanced Levels																												
	Language Arts												Math				Science											
	2			3			4			5			2		3		4		5									
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08							
All Students																												
School	58	63	51	45	39	33	58	74	76	44	38	48	66	67	60	77	70	74	80	94	85	66	68	77	37	36	60	
District	50	54	52	35	35	35	47	45	52	35	38	41	58	59	60	57	58	64	57	58	64	47	53	53	22	29	40	
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46	
Males																												
School	51	64	49	49	35	30	51	76	69	45	36	48	76	70	62	79	71	68	78	98	84	69	67	83	41	33	70	
District	46	51	48	31	33	33	41	41	49	32	33	39	59	60	61	56	60	65	54	57	64	46	52	50	24	29	42	
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48	
Females																												
School	65	63	52	43	43	37	68	72	83	42	41	48	58	64	57	75	70	80	83	91	86	63	70	71	30	38	49	
District	53	57	56	38	38	37	51	48	56	38	42	43	58	59	60	57	57	63	59	60	62	48	54	56	21	29	38	
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45	
Socioeconomically Disadvantaged																												
School	51	63	39	41	30	33	54	71	82	39	34	39	60	65	55	79	67	70	78	95	88	65	67	74	26	33	50	
District	43	48	44	26	26	27	39	36	44	29	30	32	54	54	55	51	52	57	53	52	57	42	47	46	14	22	30	
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32	
African American																												
School	64	*	68	*	40	18	*	*	62	38	*	*	43	*	58	*	60	73	*	*	79	46	*	*	31	*	*	
District	44	45	48	29	33	29	41	36	48	30	32	34	47	44	51	44	47	50	42	47	54	37	41	42	17	23	34	
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33	
Hispanic or Latino																												
School	52	62	37	33	31	34	52	71	79	35	31	36	69	68	56	72	69	68	77	97	85	63	67	73	29	31	46	
District	42	51	44	27	26	29	40	37	44	29	31	34	56	60	56	54	55	61	55	56	59	45	50	49	16	23	33	
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32	
Caucasian																												
School	82	42	58	*	82	*	*	*	92	*	*	*	73	58	58	*	82	*	*	*	*	*	*	*	*	*	*	*
District	72	73	75	59	63	60	70	74	78	57	64	68	72	73	80	77	78	82	73	76	84	64	72	73	46	51	67	
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68	
Students with Disabilities																												
School	29	*	*	*	13	*	*	*	*	*	*	*	50	*	*	*	50	*	*	*	*	*	*	*	*	*	*	*
District	29	22	17	14	12	15	19	22	28	10	16	14	41	34	31	30	41	36	30	34	40	22	29	23	6	13	18	
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26	
English Learners																												
School	49	65	33	0	0	*	45	68	63	0	11	*	77	75	56	48	42	*	86		88	9	67	*	0	11	*	
District	33	43	39	7	8	12	12	14	19	2	6	8	50	55	53	41	42	47	35	39	42	15	27	24	1	4	7	
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Teacher Assignment

Pasadena Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Willard Elementary had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	34	34	34	936
Without Full Credentials	0	0	0	90
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current available data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	2	1
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	2	1
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	90.2%	9.8%
High-Poverty Schools in District	96.6%	3.4%
Low-Poverty Schools in District	0.0%	0.0%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually, and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal, who has been trained and certified to perform teacher evaluations.

Evaluations are based on the California Standards for the Teaching Profession, which include the following Engaging and Supporting all Students in Learning; Understanding and Organizing Subject Matter for Student Learning; Assessing Student Learning; Creating and Maintaining Effective Environments for Student Learning; Planning Instruction and Designing Learning Experiences for all students; Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During the 2007-08 school year, staff development topics at Willard included the following:

- Writing Conventions & Strategies
- International Baccalaureate Planners & Evaluations Integration of Art & Music Standards

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

School Leadership

Leadership at Willard is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Dr. Debra DeBose. Dr. DeBose has more than 18 years of experience in the classroom as a resource teacher, classroom instructor, and principal.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- Bilingual Advisory Council
- Parent Teacher Association
- GATE Advisory Committee
- Technology Committee
- Social Committee
- LEARNS Site Committee
- International Baccalaureate Committee
- School Site Council
- Assessment Committee
- Grade Level Chairs
- Curriculum Committee
- Green Team
- Safety Committee

Counseling & Support Staff

In addition to academics, the staff at Willard strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The chart lists support services that are offered to all students.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Curriculum Coach	1	1.0
English Language Development (ELD) Teacher	1	1.0
Guidance/Academic Counselor	1	0.4
Guidance/Academic Counselor	1	1.0
Health Clerk	1	0.6
International Baccalaureate Coordinator	1	1.0
Library Technician	1	1.0
Nurse	1	0.4
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	2.0
SDC Aide	4	4.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.6
Technology Teacher	1	1.0

Willard provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). The school has

two Special Day Classes for severely handicapped students. Each class is staffed by one teacher and two full-time aides. Speech and Language Therapy and a Resource Specialist Program (RSP) are also available on a pull-out basis. Students are mainstreamed into traditional classrooms whenever possible.

The English Language Development (ELD) program at Willard assists students who are English Learners (EL). The program provides Structured English Immersion classes in core subject areas, which are conducted by an ELD teacher.

Gifted and Talented Education (GATE) is available to all third through fifth grade students who qualify. Students are clustered into the same classrooms, where they receive enrichment activities along with differentiated instruction.

Willard provides writing assistance after school through the LEARNS Program. Tutoring is also available during school, as well as on Saturdays. In addition, All Saints Episcopal Church provides one-on-one tutoring two days a week. Wilson Middle School and Pasadena High School also provide student tutors.

School Facilities & Safety

The Willard campus was originally constructed in 1925 and completely remodeled between 2001 to 2003. Upgrades included a new library/media center, new playground equipment, updated heating and air conditioning, elevators, and a cafeteria, as well as renovations to all classrooms. Currently, Willard is comprised of 30 classrooms, a library, one computer lab, a staff room, a multi-purpose room/cafeteria, an auditorium, and two playgrounds.

School Safety

The safety of students and staff is a primary concern of Willard. All visitors to the campus must sign in at the office and wear a visitor's pass at all times.

Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon supervisors, teachers, and the administrators.

The School Site Safety plan is updated annually by the Safety Committee, and is then approved by the School Site Council. The key elements of the Safety Plan focus on monthly safety meetings, improving playground safety, and increasing staff communication. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills are conducted monthly on a rotating schedule throughout the school year.

Cleaning Process

Willard provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with three custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Willard's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

Pasadena Unified School District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Plumbing
- Heating
- Air Conditioning
- Electrical Systems
- Flooring
- Interior/Exterior Painting

For the 2008-09 school year, Pasadena Unified School District has budgeted \$1,478,625 for the deferred maintenance program, which represents 0.76% of the district's general fund budget. The district's governing board has approved a five-year deferred maintenance plan for all schools in the district that will result in asbestos abatement, classroom lighting, electrical upgrades, floor covering, HVAC, lead abatement, painting, paving, plumbing, roofing, underground tanks, and wall systems between 2006 and 2011. The chart displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 11/19/2008				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems			X	Learning Office - No A/C. Room 10 - No A/C. Resource Room (10 South) - No A/C. Room 7 - A/C Thermostat does not work properly. Room 5 - A/C Thermostat not working properly. Room 4 - Clock system off. Room 11 - leak in supply vent. Room 212 - Wasp nest inside A/C vent. Room 220 - A/C not working properly.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Learning Office - No windows. Room 21 - Screens for windows are missing.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Room 4 - Cabinet doors do not close correctly. door is de-laminating. Carpet seams are unraveling.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			Portable Room 8 / Band Room - Dry rott throughout .
Fire Safety	X			
Electrical (Interior and Exterior)			X	Pre-K - Breaker box needs blanks. Room 4 - Outlet plate is missing a screw. Room 11 - Outlet plates are loose. Room 212 - Breaker Box in hallway has a non-working outlet. Room 217 - Outlet not working. Room 210 - Ballast out of four lights. Room 220 - Two lights are out.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)		X		Room 10 - No sink. Resource Room (10 South) - Missing sink. Girls Restroom (upstairs) - Inside drains need stoppers, and cleaning.
Restrooms	X			
Sewer				Not Evaluated
Roofs (observed from the ground, inside/outside the building)				Not Evaluated
Playground/School Grounds				Not Evaluated
Overall Cleanliness	X			Room 208 - Closet needs thorough cleaning.

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the state was for the 2006-07 school year.

For comparison purposes, the CDE has provided average salary data from unified school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at district and state levels.

Average Teacher Salaries	
School & District	
School	\$96,406
District	\$58,083
Percentage of Variation	65.97%
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	51.92%

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed in the chart.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$38,470	\$39,708
Mid-Range Teachers	\$59,470	\$63,805
Highest Teachers	\$72,170	\$82,081
Elementary School Principals	\$101,204	\$102,166
Middle School Principals	\$104,767	\$107,816
High School Principals	\$112,406	\$116,474
Superintendent	\$230,592	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.3%	40.6%
Administrative Salaries	4.3%	5.2%

Expenditures & Services Funded

Based on 2006-07 audited financial statements, Pasadena Unified School District spent an average of \$8,409 to educate each student. The chart provides a comparison of Willard Elementary School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)
- Title IV, Safe and Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Programs

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,576
From Restricted Sources	\$2,127
From Unrestricted Sources	\$4,450
District	
From Unrestricted Sources	\$4,711
Percentage of Variation between School & District	5.54%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	16.04%

Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.