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Kindergarten through Fifth Grades

Principal

Garry Galván



2005-2006

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Las Virgenes Unified School District

Willow Elementary School

2005-2006 School Accountability Report Card

Principal's Message

This school report is issued annually for each school in the Las Virgenes Unified School District. This report provides a variety of information about our school, its resources, its successes, and areas in which improvements are needed.

We believe that our public schools exist to provide an effective educational program for all students. At Willow Elementary School we want our students to have a rewarding and successful school experience in a nurturing and challenging learning environment. All students are provided with a variety of opportunities to develop to their potential intellectually, socially, and emotionally.

As you read our School Report Card, you will find a school with a solid record of achievement, a faculty that is professionally skilled and personally dedicated to meeting the learning needs of all students, a generous and supportive group of parents, and a student body that is bright, confident, enthusiastic about learning, and proud to attend Willow Elementary School.

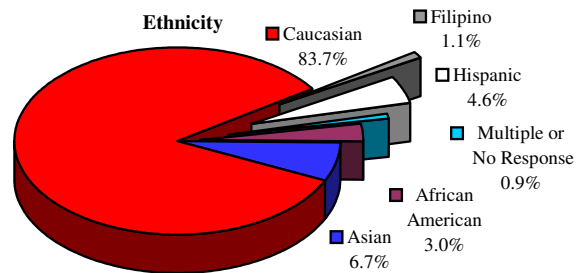
School Mission Statement

The mission of Willow Elementary School is to provide a well rounded and carefully balanced program which affords students an opportunity to reach their highest potential. Willow is committed to providing a nurturing and challenging environment that: Promotes positive self-esteem; instills responsible behavior; fosters good study habits; encourages sensitivity and respect; models high standards and expectations; celebrates successes; communicates effectively; and encourages risk taking. Parents and staff join in partnership to prepare students to become concerned and caring citizens of today working for a better tomorrow.

Community & School Profile

Las Virgenes Unified School District educates students in grades preschool through twelve on a traditional calendar system. There are currently two comprehensive high schools, one continuation high school, three middle schools, eight elementary schools, one preschool, and a home schooling program in the District. Las Virgenes Unified School District is committed to providing all students with a strong instructional program which ensures excellence in education.

Willow Elementary School is located in the northern section of the city of Agoura Hills and serves students in grades kindergarten through five. In the 2005-06 school year, Willow Elementary School served 563 students. The student population consisted of 8% students with disabilities, 5% English Learners and 2% socioeconomically disadvantaged. Additional student body demographics are illustrated to the right.



Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of each individual student. Willow Elementary School is dedicated to ensuring the academic success of every student and providing the most comprehensive educational experience.

School Leadership

Leadership at Willow Elementary School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Principal Garry Galván has led the school for three years, backed by more than 25 years in education. The school's School Site Council is an important governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to discuss other relevant scholastic issues.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include Grade-Level Lead Teachers, Parent Faculty Association, School Site Council, Principal/Teachers-In-Charge, and Student Study Team.

Contact Information

Parents who wish to participate in Willow Elementary School's leadership teams, school committees, school activities, or become volunteers may contact Principal Garry Galván via e-mail at ggalvan@lvusd.org or at (818) 889-0677.

Discipline & Climate for Learning

Willow Elementary School has found that good discipline is a solid foundation on which to build an effective school. The goal of Willow Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Willow Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally.

Parents and students are informed of discipline policies at the beginning of each school year through the Student/Parent Handbook and during grade level assemblies. Rules are reinforced in classroom postings, spirit rallies, parent conferences and the school newsletter. Each infraction of the conduct code is reported to the parents by the teacher and in cases of more severe infractions by the principal. Students who are found to exemplify the good behaviors stressed in the discipline program are rewarded during regularly scheduled assemblies.

The Suspensions and Expulsions table below displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Willow ES			LVUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	0	1	1	722	625	632
Suspension Rate	0.0%	0.2%	0.2%	5.9%	5.2%	5.2%
Expulsions	0	0	0	8	6	56
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.5%

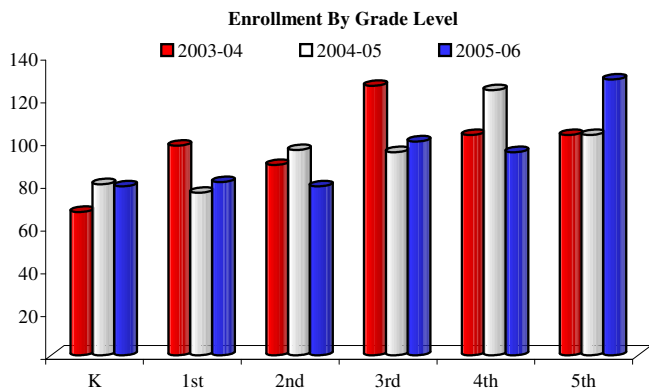
Extracurricular and Enrichment Activities

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. Extracurricular activities, clubs, and programs include: Open House/Back to School Nights, Student Council, Enrichment Classes, Art Docent Program, Schoolwide Presentations, Book Fairs, and Kids For A Clean Environment (Kids F.A.C.E), Outdoor Education, and Kindergarten Camp Out.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include: In-Class Recognitions, Principal Awards, Art Performance Certificates, Attendance Awards, Fifth Grade Academic Awards, Author of the Month, Presidential Academic Fitness, and Brown Bag Performance Awards.

School Enrollment & Attendance

Willow Elementary School accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size. Regular attendance and punctuality are necessary to the learning process and critical to the academic success of the student and the District. The chart below displays the enrollment trend for the past three years.



Students who miss class miss valuable instruction time; the District loses funding for each student absence. Attendance and tardiness policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibility to notify the school of all absences. Independent study is available for students who require extended leaves from school.

Absence reports are regularly reviewed by the Attendance Clerk. Parents are advised of unexcused or excessive absences through letters and parent conferences. Those students who continue to exhibit a pattern of excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB).

Las Virgenes Unified School District's School Attendance Review Board (SARB) is composed of parents, representatives from the District and members of the community, including representatives from law enforcement, welfare, probation, and mental health agencies. Students are referred to 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. The members of the SARB, the referred students, and their parents or guardians meet regularly to work cooperatively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

Willow Elementary School maintained a schoolwide average class size of 22.1 students with a pupil-to-teacher ratio of 22:1 in the 2005-06 school year. The table below shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution								
	Average Class Size			Classrooms Containing:					
	04	05	06	1-20 Students		21-32 Students		33+ Students	
K	17	18	22	4	4	3			1
1st	20	19	20	5	4	3		1	
2nd	20	16	17	4	6	6			
3rd	19	19	20	6	5	3		1	
4th	34	31	32				4	4	3
5th	25	26	25	2	2	2	1		2 1 2
K-3	18			1					

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 adjacent chart displays the percentage of classrooms at Willow Elementary School that successfully met CSR requirements for the past three years.

	CSR Participation		
	03-04	04-05	05-06
K	100%	100%	75%
1st	100%	100%	75%
2nd	100%	100%	100%
3rd	100%	100%	75%
K-3rd	100%	N/A	N/A

Instructional Minutes & Minimum Days

During the 2005-06 school year, all instructional minutes and days offered at Willow Elementary School either met or exceeded State requirements specified in the California Education Code.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,000
1st-3rd	50,400	50,678
4th-5th	54,000	54,832

For the 2005-06 school year, Willow Elementary School offered 180 days of instruction comprised of 135 regular days, 37 modified days (Wednesdays), and 8 minimum days. Minimum days were utilized for parent conferences and staff development.

Counseling & Other Support Services

It is the goal of Willow Elementary School to assist students in their social and personal development as well as academic development. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The table below displays the support service staff available to students who attend Willow Elementary School.

Counseling & Support Services Staff		
	# of Staff	Full Time Equivalent
Elementary Counselor	1	0.3
Librarian	1	0.2
Health Clerk	1	1.0
Psychologist	1	0.4
Speech/Language Therapist	1	1.0
Special Day Class Teacher	2	2.0
Reading Specialist	1	0.5

The school employs qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists are devoted to helping students deal with problems and assisting them identify and reach positive goals. Certified volunteer counselors also provide individual and small group counseling according to their availability.

Las Virgenes School District emphasizes a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. The District structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques and supplemental instructional materials and programs.

Willow Elementary School recognizes that students with special gifts and talents need more challenging curriculum and instruction. The school's Gifted and Talented Education (GATE) program provides education services to students who have been recognized by their teachers as capable of high levels of achievement. The GATE program is open to students in grades four and five. GATE students are provided with differentiated instruction in their classroom and participate in a visual and performing arts program, one day per week.

Willow Elementary School offers assistance and specialized instruction to students with special needs. Students who are falling below grade level or performing below standards on assessments participate in lunchtime and after-school tutoring, as well as AutoSkills, a reading intervention program.

English Language Learners receive specialized services and instruction in an environment conducive to maximizing English learning. English Language Learners receive either sheltered instruction in the classroom or have sessions with the Reading Specialist. For students with special needs, the school offers a Resource Specialist Program (RSP) and Special Day Class (SDC). Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in the least restrictive environment.

Parent & Community Involvement

Parents and the community are very supportive of the education program at Willow Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Albertson's
- Domino's Pizza
- Parent Faculty Association
- Alpha Printing of West Hollywood
- E-Script Program
- Other Community Organizations

Community Resources

The school uses all available resources in the community to assist students in their emotional and academic development, including:

- Site Counselor
- County Mental Health
- Lost Hills Sheriff's Station
- Lost Hills Children Services
- LVUSD School Psychologist
- Child Protective Services Agency
- Juvenile Team

Teacher Assignment

Las Virgenes Unified School District recruits and employs the most qualified credentialed teachers. For the 2005-06 school year, Willow Elementary School had 26 fully credentialed teachers.

	Teacher Credential Status			
	Willow ES			LVUSD
	03-04	04-05	05-06	05-06
Fully Credentialed	29	28	26	508
Without Full Credentials	0	0	0	37
Teaching Outside Subject Area	0	0	0	61

Teacher misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year. For the 2006-07 school year, the most current data are available.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	4
Teacher Misassignments (other)	0	0	0
Total Teacher Misassignments	0	0	4
Vacant Teacher Positions	1	0	0

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2006-07 school year to be considered "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By:	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
Willow ES	90.0%	10.0%
LVUSD	96.0%	4.0%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	96.0%	4.0%

Substitute Teachers

Las Virgenes Unified School District has approximately 200 substitute teachers available from its current pool of substitutes. The District requires all substitutes to have passed the CBEST (California Basic Educational Skills Test) and hold a bachelor's degree.

Generally, the District does not experience any problems finding qualified substitute teachers. On rare occasions when a substitute teacher is not available, credentialed staff and/or administrators take the role of the substitute.

In an effort to maintain an adequate pool of substitutes and recruit qualified teachers, the District advertises employment opportunities in local newspapers, the Internet, fliers, and postings. In addition, the District attends job and recruitment fairs throughout the year.

Student Achievement

Various measures of student achievement are used as an ongoing part of the quality instructional program at Willow Elementary School. These assessments provide a measurement of students' actual progress as well as the effectiveness of the instructional program.

California Achievement Test Survey (CAT/6)

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the California Achievement Test (CAT/6). Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The chart below reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level in Reading and Math.

CAT/6 Norm Referenced Test																								
% At or Above 50th Percentile																								
	Reading									Math														
	2			3			4			5			2			3			4			5		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Willow ES	81			70	67	84	70			64			85			87	78	92	82			81		
LVUSD	77			65	72	69	70			71			84			84	87	85	77			79		
California	47			35	36	37	36			41			59			54	55	56	49			50		
Subgroups																								
Females	80			79	72	91	72			63			84			87	74	93	81			77		
Males	83			63	62	78	68			65			85			88	83	91	83			86		
Caucasian	85			71	69	82	73			67			85			90	81	90	86			83		

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

No Child Left Behind

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 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 at right.

Adequate Yearly Progress (AYP)				
Made AYP Overall	Willow ES		LVUSD	
	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	N/A		Yes	

Federal Intervention Programs

Program Improvement (PI)

Program Improvement Status	Willow ES	LVUSD
	Not in PI	Not in PI
First Year of PI	-	-
Year in PI (in 2006-07)	-	-
Number of Schools Currently in PI	-	0
Percent of Schools Identified for PI	-	0.0%

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, Willow Elementary School is required by the State to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension Strength, Upper Body Strength, and Flexibility. Students are provided several options to perform tasks in each area. Students that 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 2005-06 school year, 35.7% of fifth grade students at Willow Elementary School met or exceeded state fitness standards in all six fitness areas.

California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all 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), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grades 5) for the most recent three-year period, is shown below.

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								
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06						
All Students																											
Willow ES	74	87	85	69	65	74	76	80	78	79	80	84	79	92	85	85	82	90	73	85	82	72	82	84	61	76	84
LVUSD	70	73	75	67	71	73	76	81	86	79	78	79	80	81	81	84	88	88	76	83	86	66	72	77	69	76	80
California	36	42	47	30	31	37	40	47	49	40	43	43	51	56	59	48	54	58	45	50	54	38	44	48	24	28	32
Females																											
Willow ES	78	89	90	77	70	80	77	85	78	81	82	88	78	91	82	91	83	91	81	89	80	67	88	88	58	80	84
LVUSD	74	78	78	69	73	78	80	83	86	82	82	80	77	79	80	82	87	87	77	81	85	66	75	76	66	75	78
California	39	45	51	33	35	39	43	52	54	44	46	47	50	55	58	47	54	56	45	51	55	38	45	48	22	26	30
Males																											
Willow ES	70	87	79	63	60	68	74	76	80	77	76	81	80	92	87	81	81	89	64	82	84	79	76	81	65	71	84
LVUSD	68	68	70	64	70	67	72	80	85	75	73	76	82	83	82	87	88	89	75	85	87	67	71	78	72	76	82
California	32	39	43	28	29	33	36	44	46	36	39	40	52	58	59	50	56	58	45	50	54	36	43	48	26	32	34
Caucasian																											
Willow ES	75	86	88	69	65	73	77	79	84	83	78	82	80	90	84	86	84	89	74	83	86	75	83	81	66	73	83
LVUSD	71	74	77	68	71	74	77	83	87	80	80	80	81	83	83	85	89	89	77	84	87	67	74	77	71	77	80
California	53	61	65	48	51	55	59	68	69	60	63	63	67	73	74	64	70	73	61	65	68	51	58	64	42	49	52

Academic Performance Index (API)

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				
	03-04	04-05	05-06	2006 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	7	6	
All Students				
Actual API Growth	-5	16	13	924
Caucasian				
Actual API Growth	-4	13	14	926

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Textbooks					
Subject	Publisher	Grade Levels	Year Adopted	Quality & Availability of Standards-Aligned Textbooks	Percent of Pupils Who Lack Textbooks and Instructional Materials
Language Arts	Houghton Mifflin	K-5	2003	All textbooks at Willow ES are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.	0.0%
Math	Harcourt Brace	K-5	2002		0.0%
Social Science	McGraw Hill	K-5	2003		0.0%
	Houghton Mifflin	K-5	2007		0.0%
Science	FOSS INSIGHTS	K-5	1993		0.0%

Textbooks & Instructional Materials

Las Virgenes Unified School District held a Public Hearing on September 26, 2006 and determined that each school within the District has 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 given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

Willow Elementary School's library, staffed by a full-time Library Clerk, is stocked with over 15,000 books that are available for students to check out. The library also contains a large collection of DVDs, videos, and audiotapes that support classroom curriculum.

Computer skills and concepts integrated through-out standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a weekly basis. Software includes programs to develop keyboarding, data entry, spreadsheet, and word processing skills.

Each classroom at Willow Elementary School contains at least one computers for student use. In addition, the school's computer lab contains more than 20 computers. All computer resources are networked and connected to the Internet so students are able to access resources and information on-line to improve their research skills.

Computer Resources			
	03-04	04-05	05-06
Computers	95	95	95
Students per computer	6.2	6.0	5.9
Classrooms connected to Internet	32	32	32

Training & Curriculum Improvement

All training and curriculum development at Willow Elementary School 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. Staff development within the District addresses individual needs of teachers as well as broader school concerns. The District offered one staff development day during the 2005-06 school year. District-based staff development topics included Step Up to Writing, Subject Area meetings with curricular issues per department, and site-based data analysis. Site-based staff development topics included Step Up to Writing, Curriculum Alignment, and School Safety/CPR/Emergency Preparedness Training.

The District participates in the Beginning Teachers Support and Assessment (BTSA) program, a State sponsored program. The goals of the BTSA program are to help new teachers succeed, foster higher retention of quality teachers, and improve instruction for students. The District's Peer Assistance and Review (PAR) Program, is designed to improve the education for students and increase the classroom performance of teachers. The program recruits exceptional teachers to provide assistance to veteran practicing teachers, beginning practicing teachers, and voluntary participating teachers.

Teacher Evaluation

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 for competency to perform teacher evaluations.

Evaluation criteria are based on the California Standards for the Teaching Profession: 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, and Developing as a Professional Educator.

School Facilities & Safety

Willow Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1978, Willow Elementary School is situated on 9.7 acres. The school buildings span 42,964 square feet and consist of four permanent buildings, four portable classrooms, library, multi-purpose room, four teacher prep areas, teacher lounge, and playground. New insulation and carpeting were installed and three new portable classrooms were received during the school year. The facility strongly supports teaching and learning through its ample classroom and playground space. Recent modernizations include a brand new building housing three large classrooms.

Safety

Safety of students and staff is a primary concern of Willow Elementary School. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year. Earthquake and disaster drills are held once every semester. In addition, the District practices an unannounced full evacuation drill where one school is chosen to fully evacuate all students and staff and another school must accommodate those students and staff members.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in September 2006. An updated copy of the plan is available to the public at the school office.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. The chart to the right displays the most recent facilities inspection conducted at Willow Elementary School.

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for all schools in the District. A team of custodians promptly addresses facility maintenance issues and cleans the campus on a daily basis. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The 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.

School Facility Conditions			
Date of Last Inspection: 4/1/2007			
Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the District budgeted \$461,000 for the deferred maintenance program. This represents 0.005% of the District's general fund budget.

Deferred Maintenance Projects

For the 2006-07 school year, the District's governing board approved deferred maintenance projects for this school that will result in interior painting. The District's complete deferred maintenance plan is available at the District office.

Salary & Budget Comparison

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 of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state, having between 10,000-19,000 Average Daily Attendance (ADA). The table below (left) illustrates the average teacher salary at Willow Elementary School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	Willow ES	\$59,895
	LVUSD	\$57,441
	Percentage of Variation: 4.3%	
School & State	Willow ES	\$59,895
	All Unified School Districts	\$57,838
	Percentage of Variation: 3.6%	



The table below illustrates teacher and administrative salaries at the district and state level.

Average Salary Information Teachers - Principal - Superintendent 2004-2005		
	LVUSD	California
Beginning Teachers	\$35,122	\$37,172
Mid-Range Teachers	\$57,964	\$58,436
Highest Teachers	\$73,127	\$73,583
Elementary Principals	\$92,559	\$93,347
Middle School Principals	\$101,680	\$97,873
High School Principals	\$103,671	\$105,556
Superintendent	\$170,142	\$159,227
Salaries as a Percentage of Total Budget		
Teachers Salaries	42.1%	42.1%
Administrative Salaries	4.5%	5.3%

Expenditures & Services Funded

Las Virgenes Unified School District spent an average of \$6,785 to educate each student (based on 2004-05 audited financial statements). The table below provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil		
Willow ES	Total	\$6,455
	From Restricted Sources	\$2,124
	From Unrestricted Sources	\$4,331
LVUSD	From Unrestricted Sources	\$323
	Percentage of Variation between School & District: 1241%	
California	From Unrestricted Sources	\$4,743
	Percentage of Variation between School & State: 8.7%	

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

- Title I
- Special Education
- Home-to-School Transportation
- Gifted and Talented Pupils
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Regional Occupational Program
- Staff Development
- Peer Assistance and Review Program
- Special Education Transportation
- Drug/Alcohol/Tobacco Funds
- Tenth Grade Counseling
- Educational Technology Assistance Grants
- Mandated Costs Reimbursements
- Vocational Ed, Handicapped Students
- Class Size Reduction
- Vocational and Applied Technology Education Act

