

# WILLARD ELEMENTARY MAGNET SCHOOL

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PASADENA UNIFIED  
SCHOOL DISTRICT

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SCHOOL  
ACCOUNTABILITY  
2015-16<sup>REPORT CARD</sup>

## SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st of each year. 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 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 a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.

## PRINCIPAL'S MESSAGE

Willard Elementary School is an International Baccalaureate School. Willard School has continuously held the International Baccalaureate Primary Years Programme (PYP) designation since its authorization by the IB Organization in Geneva, Switzerland in 2005. Willard is proud of the soaring levels of academic achievement of its students, the quality of instruction provided by its teachers, and the rich diversity (ethnic, cultural, linguistic, and socio-economic) of its families.

As an IB school, Willard School provides a holistic integrated approach to thinking, teaching and learning that places a high priority on developing an internationally minded person, who demonstrates the attributes of the I.B. learner profile. Students are taught and expected to be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, balanced, and reflective. Over the course of the six year PYP, students learn and practice the attitudes that foster peace and global solutions to global challenges: appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, integrity, independence, tolerance, and respect.

Willard School is a remarkable learning community. The faculty has enthusiastically embraced the Common Core State Standards (CCSS), 21st Century Skills (Creativity, Communication, Collaboration, and Critical Thinking), Project-Based Learning, and Design-Based Learning. Teachers skillfully integrate the CCSS into the six I.B. transdisciplinary thematic inquiry units: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; and sharing the planet. Students experience learning in the traditional disciplines and are given the opportunity to pursue lines of inquiry that have importance to them, in a personal and/or global context.

The administrative and classified staffs support the work of the instructional staff, ensuring that teachers have the professional development, materials, supplies, clean and safe facilities, needed to maximize the teaching and learning experiences in the classroom, on the playground, and in the community.

Willard School offers a variety of co-curricular and extra-curricular activities, including an instrumental music program at 1st – 5th grades, a chorus program, science fair, book fair, a robust scouting program, schoolwide dance festival, after-school and Saturday school tutoring, recycling, student council, yearbook, and after school STEM Club. Many of these activities enrich the education of Willard students and bring the Willard families together in celebration.

The California Department of Education (CDE) has recognized Willard School for its student achievement. In 2005, 2006, 2007, 2008, and 2009, CDE selected Willard School to receive the Title I Academic Achievement Award. This award acknowledged that all students at Willard School are making significant progress toward proficiency on California's academic content standards and that the subgroups within the school are meeting or exceeding the achievement targets set by the State of California and the federal government. The Willard staff is committed to the success of all students.

## COMMUNITY & SCHOOL PROFILE (SCHOOL YEAR 2016-17)

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.

Willard Elementary School is one of 28 schools in the Pasadena Unified School District.

## SCHOOL ENROLLMENT (SCHOOL YEAR 2015-16)

During the 2015-16 school year, the school served 640 students in grades kindergarten through five. The charts display school enrollment broken down by grade and subgroup.

**Enrollment Trend by Grade Level**

	2013-14	2014-15	2015-16
K	132	148	141
1st	97	110	102
2nd	90	92	95
3rd	110	93	100
4th	100	109	90
5th	95	97	112

**Enrollment by Student Group**

2015-16

	Percentage
Black or African American	8.4%
American Indian or Alaska Native	0.5%
Asian	6.1%
Filipino	2.5%
Hispanic or Latino	71.7%
White	10.0%
Two or More Races	0.6%
EL Students	29.7%
Socioeconomically Disadvantaged	69.7%
Students with Disabilities	14.7%
Foster Youth	1.3%

## SCHOOL ATTENDANCE (SCHOOL YEAR 2015-16)

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.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including the procedures for notification to the school when 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.

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

The SARC provides the following information relevant to the Basic State Priority (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.

## HIGHLY QUALIFIED TEACHERS (SCHOOL YEAR 2015-16)

Federal law requires that all teachers in core subject areas meet certain requirements in order to be considered as "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.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

*Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.*

**Highly Qualified Teachers**

	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	90.8%	9.2%
High-Poverty Schools in District	89.5%	10.5%
Low-Poverty Schools in District	98.8%	1.2%

## TEACHER ASSIGNMENT

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

**Teacher Credential Status**

	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	32	29	24	674
Without Full Credentials	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## TEACHER MISASSIGNMENTS & VACANCIES

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. 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 semester or year.

Misassignments/Vacancies			
	14-15	15-16	16-17
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	2	0

## SCHOOL FACILITIES (SCHOOL YEAR 2016-17)

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, a new music building, 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/cafe/teria, an auditorium, and two playgrounds. Construction on the new Kindergarten Complex was completed in January 2014. The chart displays the results of the most recent school facilities inspection. Facilities information was collected in January 2017.

School Facility Conditions				
Date of Last Inspection: 11/28/2016				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Library: Stained ceiling tiles. Bungalow 17: Damage ceiling tile. Kinder Wing Classroom 405: Damaged ceiling tile. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			A Bldg. 2nd. Floor Rm 219: Drinking fountain handle broken at sink. A Bldg. 1st. Floor Boys Restroom: Hand dryer not working. A Bldg. 1st. Floor Girls Restroom: Handicap stall missing latch. Hand dryer not working. (Work orders submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Playground: Asphalt has advantage. (Work order submitted.)

## 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.

## TEXTBOOKS & INSTRUCTIONAL MATERIALS (SCHOOL YEAR 2016-17)

Pasadena Unified School District held a public hearing on September 22, 2016, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and 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. 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 table displays information collected in December 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-5	Reading/Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
K-5	Science	Houghton Mifflin/Harcourt	2007	Yes	0.0%
K-5	Social Science/History	Scott Foresman	2006	Yes	0.0%

## 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, which 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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	48	53	--	37	42	--	44	48
Mathematics (Grades 3-8 and 11)	--	36	37	--	29	30	--	34	36
Science (Grades 5, 8, and 10)	65	76	71	52	49	45	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 3							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	106	106	100	39.62	106	100	37.74
Male	53	53	100	47.17	53	100	52.83
Female	53	53	100	32.08	53	100	22.64
Hispanic or Latino	76	76	100	28.95	76	100	26.32
Socioeconomically Disadvantaged	76	76	100	32.89	76	100	30.26
English Learners	39	39	100	20.51	39	100	17.95
Students with Disabilities	17	17	100	23.53	17	100	11.76

California Assessment of Student Performance and Progress - Grade 4							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	87	86	98.85	66.28	86	98.85	45.35
Male	42	42	100	71.43	42	100	50
Female	45	44	97.78	61.36	44	97.78	40.91
Hispanic or Latino	63	63	100	65.08	63	100	39.68
Socioeconomically Disadvantaged	59	58	98.31	58.62	58	98.31	34.48
English Learners	17	17	100	41.18	17	100	29.41
Students with Disabilities	14	14	100	35.71	14	100	28.57

### California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	111	110	99.1	56.36	110	99.1	30.91
Male	50	49	98	57.14	49	98	32.65
Female	61	61	100	55.74	61	100	29.51
Black or African American	15	15	100	60	15	100	33.33
Hispanic or Latino	72	72	100	48.61	72	100	20.83
White	12	11	91.67	72.73	11	91.67	45.45
Socioeconomically Disadvantaged	80	80	100	48.75	80	100	22.5
English Learners	22	22	100	31.82	22	100	9.09
Students with Disabilities	17	16	94.12	6.25	16	94.12	6.25

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and/or ten, broken down by student group.

### California Assessment of Student Performance and Progress - Science

Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	111	110	99.1	70.91
Male	50	49	98	75.51
Female	61	61	100	67.21
Black or African American	15	15	100	73.33
Hispanic or Latino	72	72	100	63.89
White	12	11	91.67	90.91
Socioeconomically Disadvantaged	80	80	100	67.5
English Learners	22	22	100	40.91
Students with Disabilities	17	16	94.12	75

*Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 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.*

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

## STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

### PHYSICAL FITNESS (SCHOOL YEAR 2015-16)

In the spring of each year, Willard Elementary School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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).

Percentage of Students in Healthy Fitness Zone			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.2%	30.8%	25.0%

## C. ENGAGEMENT

### STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### PARENT & COMMUNITY INVOLVEMENT (SCHOOL YEAR 2016-17)

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 School 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
- Armory Center for the Arts
- Book Pals program
- Boys & Girls Club
- Chapman Woods Homeowners Association
- City National Bank Matching Grant Program
- In-N-Out Burger Restaurant
- Islands Fine Burgers & Drinks Restaurant
- Kebok Foundation
- Kidspace Museum
- Life Touch School Portraits
- Norman's Nursery
- Pasadena Assistance League
- Pasadena Symphony
- Ralphs Supermarket
- Starbucks
- Target Stores
- Time Warner Employee Grant Program
- Unity Church
- Vroman's Bookstore
- Willard Annual Fund

### 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](http://www.pusd.us).



## STATE PRIORITY: SCHOOL CLIMATE

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

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

### DISCIPLINE & CLIMATE FOR LEARNING

Students at Willard School are guided by specific schoolwide and classroom rules and expectations that promote safety, respect, and responsibility. A positive school climate is fostered through strong relationships between students and staff, discipline that employs formative and restorative consequences, and multiple opportunities for public recognition of positive student behavior, effort, and academic achievement.

The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral standards developed by Willard School. 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 table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	13-14	14-15	15-16	13-14	14-15	15-16
School	2.75	1.02	1.13	0.00	0.00	0.00
District	6.42	4.94	4.46	0.03	0.01	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09

### SAFE SCHOOL PLAN (SCHOOL YEAR 2016-17)

The safety of students and staff is a primary concern of Willard Elementary School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. There is a designated area for student drop-off and pick-up.

The School Site Safety Plan is revised annually in the spring by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members at the beginning of each school year. The plan was most recently updated and reviewed with school staff in October 2016.

Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The school is in compliance with the 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 on a regular basis throughout the school year.

## D. OTHER SARC INFORMATION

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

### FEDERAL INTERVENTION PROGRAM (SCHOOL YEAR 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2013-2014	2011-2012
Year in PI	Year 1	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	83.3%



## SCHOOL LEADERSHIP

Leadership at Willard School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Angela Elizondo Baxter joined the school in the fall of 2015.

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:

- African-American Parent Council
- English Learner Advisory Council
- GATE Advisory Committee
- Grade Level Chairs
- Green Team
- International Baccalaureate Committee
- LEARNS Site Committee
- Parent Teacher Association
- Safety Committee
- School Curriculum Leadership Team
- School Site Council
- Science Committee
- Social Committee
- Technology Committee

## CLASS SIZE

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	14	15	16	1-20 Students			21-32 Students			33+ Students		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	26	24	24	-	-	-	5	6	4	-	-	-
1	28	27	24	-	-	-	2	4	5	-	-	-
2	26	22	24	-	1	-	3	3	4	-	-	-
3	27	22	24	-	-	-	4	4	4	-	-	-
4	33	26	33	-	1	-	1	-	-	2	3	3
5	31	24	31	-	1	-	2	3	3	1	-	-

## PROFESSIONAL DEVELOPMENT

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district offered two staff development days.

During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Recent staff development topics include:

- Transition to the Common Core State Standards
- Differentiation: Equity for all students
- Educational Technology
- Balanced Literacy

## COUNSELING & SUPPORT STAFF (SCHOOL YEAR 2015-16)

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 school does not have an academic counselor. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Curriculum Resource Teacher	1	1.0
Health Clerk	2	0.8
Instructional Aides	1	0.75
International Baccalaureate Coordinator	1	1.0
Language Development Resource Teacher	1	1.0
Library Coordinator/ Computer Learning Specialist	1	1.0
Nurse	1	0.2
Occupational Therapist	1	1.0
Psychologist	1	0.6
Resource Specialist Program (RSP) Teacher	2	1.0
SDC Instructional Aide	10	7.5
Special Day Class (SDC) Teacher	2	2.0

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 taught by teachers who are authorized to teach English Learners.

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.

Tutoring is available during school, after school, as well as on Saturdays. In addition, All Saints Episcopal Church provides tutoring every Monday during the school year. Wilson Middle School also provides student tutors. The chart lists support services that are offered to Willard students.

## ADDITIONAL INTERNET ACCESS/PUBLIC LIBRARIES

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

## DISTRICT REVENUE SOURCES (FISCAL YEAR 2015-16)

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

- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)

## EXPENDITURES & SERVICES FUNDED (FISCAL YEAR 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,716
From Supplemental/Restricted Sources	\$1,962
From Basic/Unrestricted Sources	\$4,754
District	
From Basic/Unrestricted Sources	\$5,198
Percentage of Variation between School & District	-8.5%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-16.3%

## SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2014-15)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$54,454
District	\$69,578
Percentage of Variation	-21.7%
School & State	
All Unified School Districts	\$74,216
Percentage of Variation	-26.6%

## TEACHER & ADMINISTRATIVE SALARIES (SCHOOL YEAR 2014-15)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2014-15		
	District	State
Beginning Teachers	\$41,415	\$44,958
Mid-Range Teachers	\$60,566	\$70,581
Highest Teachers	\$85,450	\$91,469
Elementary School Principals	\$108,937	\$113,994
Middle School Principals	\$109,039	\$120,075
High School Principals	\$115,962	\$130,249
Superintendent	\$250,000	\$218,315
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	6.0%	5.0%

## DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).