

Willow Oaks Elementary
School Accountability Report Card
Reported Using Data from 2010-11 School Year
Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access



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

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Willow Oaks Elementary	District Name	Ravenswood City Elementary
Street	620 Willow Rd.	Phone Number	(650) 329-2800
City, State, Zip	Menlo Park, CA 94025-2619	Web Site	www.ravenswood.k12.ca.us
Phone Number	(650) 329-2850	Superintendent	Maria De La Vega
Principal	Ms. Cynthia Chin, Principal	E-mail Address	mdelavega@ravenswood.k12.ca.us
E-mail Address	cchin@ravenswood.k12.ca.us	CDS Code	41689996044416

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs, and its goals.

School Description:

Willow Oaks is located at 620 Willow Road in Menlo Park with an enrollment of 613 students in grades K-8. The ethnic profile of Willow Oaks students reflects the rich, cultural diversity of the community. We are a Title I school wide program. We are committed to collaborating with staff, students, families, and community in order to reach our rigorous academic standards in a positive campus environment. We did not meet our API and AYP targets for the year. We had a 3-point gain in our API and we did not meet all of our 17 criteria targets in AYP.

Mission Statement:

Willow Oaks is dedicated to recognition of the unique value of each person; providing active learning in a safe, supportive environment; developing an understanding of contemporary issues and technology; and promoting a partnership between home, school and community.

Vision Statement:

Willow Oaks will model success for RCSD and our community as a California Distinguished School where culturally diverse students achieve at the highest academic level and become responsible individuals empowered to serve.

Principal's Message:

Willow Oaks School is a very collaborative team working closely to improve instruction, programs and supplementary services each year. We are a full inclusion school where through the use of a variety of integrated best practices service model, we build expertise that ensures access and equity for all. The success of our school lies in our highly qualified, talented, and dedicated team, working with our students, families, and community.

I am proud to be a member of our community.

-Cynthia Chin, Principal

Opportunities for Parental Involvement (School Year 2010-11)

Willow Oaks parents have numerous ways to be involved in the educational processes of their children, both inside and outside the classroom. Parents can be involved by being a member of the School Site Council (SSC) giving them the opportunity to work with faculty, students, and staff on-site decision making, by volunteering in the classroom or yard, volunteering with field trips, assemblies, and other activities, or by serving as a member of ELAC and DAC committees. We hold parent meetings on the first Friday of the month to address parent concerns and to provide workshops to families. We have presentations by librarians, reading specialists, and community organizations at the meetings.

Parents or community members who wish to participate in Willow Oaks SSC/ELAC and/or leadership teams, school activities, or to become volunteers may contact the school at (650) 329-2850 or visit the District website at: www.ravenswood.k12.ca.us.



Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	79
Grade 1	78
Grade 2	80
Grade 3	81
Grade 4	61
Grade 5	63
Grade 6	56
Grade 7	58
Grade 8	57
Total Enrollment	613

Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	7.7	White	0.3
American Indian or Alaska Native	0.0	Two or More Races	0.2
Asian	0.3	Socioeconomically Disadvantaged	95.9
Filipino	0.3	English Learners	85.2
Hispanic or Latino	84.8	Students with Disabilities	9.3
Native Hawaiian/Pacific Islander	6.4		



Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes *			Avg. Class Size	Number of Classes *			Avg. Class Size	Number of Classes *		
		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+		1 - 20	21 - 32	33+
K	20.5	3	1	0	19.7	4	0	0	20.0	4	0	0
1	19.8	4	0	0	18.6	4	0	0	20.3	4	0	0
2	19.4	5	0	0	18.4	4	0	0	19.3	4	0	0
3	20.3	2	1	0	16.0	4	0	0	19.3	4	0	0
4	28.5	0	2	0	27.9	0	2	0	28.5	0	2	0
5	29.5	0	2	0	27.9	0	2	0	31.0	0	2	0
6	29.0	0	2	0	26.7	0	2	0	0.0	0	0	0
Other	27.0	0	2	0	28.2	0	4	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0	0	0	0
Social Science	0	0	0	0	0	0	0	0	0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)
California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Willow Oaks and is readily available for inspection by the public.

Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.78	5.67	9.14	14.44	11.05	12.22
Expulsions	0.00	0.00	0.16	0.22	0.07	0.05

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
Willow Oaks was reviewed to ensure that the facility is in good repair. The facilities reviewer used the Facilities Inspection Tool (FIT) to determine the conditions across each campus in the district and to identify areas that needed repair, based on visual inspection. The school met most or all standards of good repair.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials			X		
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.



V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	27	32	30	161
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School *	Average Number of Students per Academic Counselor
Academic Counselor	1/district	
Counselor (Social/Behavioral or Career Development)	1/district	
Library Media Teacher (librarian)	1/district	
Library Media Services Staff (paraprofessional)	6/district	
Psychologist	6/district	
Social Worker	0	
Nurse	6/district	
Speech/Language/Hearing Specialist	6/district	
Resource Specialist (non-teaching)	6/district	
Other		

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks & Instructional Materials (2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	See details in List of Curriculum		0.00%
Mathematics	See details in List of Curriculum		0.00%
Science	See details in List of Curriculum		0.00%
History-Social Science	See details in List of Curriculum		0.00%
Foreign Language			0.00%
Health			0.00%
Visual and Performing Arts			0.00%
Science Laboratory Equipment (grades 9-12)			0.00%

Curriculum and Instructional Materials (School Year 2010-11)

List of curriculum books.

Language Arts:

Open Court Reading "Collection for Young Scholars" 2003 and Foro Abierto 2005 (Willow and Green Oaks)

Workbooks and Anthology 1 & 2, (Grade 1), Anthology 1 & 2 and Workbook (Grade 2 and 3), Anthology and Workbook (Grade 4 and 5)

McDougal Littell 2002; Language of Literature Workbook and Interactive Reader (Grade 6, 7, and 8.)

ELA Intervention 2009 Hampton Brown/National Geographic "Inside" Level A, B, C, or D Textbook and Student Practice Book.

English Language Development 2005-6 National Geographic "Avenues" Anthology 1 & 2 and Practice Book (Grade 1), Anthology and Practice Book (Grade 2-5); Santillana "Opening Doors" (Grades 6, 7, and 8)

or 2009 Hampton Brown/National Geographic "Inside" Level A, B, C, or D

Textbook and Practice Book.

Mathematics: Wright Group/McGraw Hill "Everyday Math" 2009: Math Book (Kindergarten), Reference Book and Student Math Journals 1 and 2 (Grade 1 to 5)

Pearson-Prentice Hall 2009 Grade 6 Mathematics Text book (Grade 6), Pre-Algebra Textbook (Grade 7) Algebra Textbook (Grade 8.)

Science: MacMillan/McGraw Hill "California Science" 2007;

Activity Book (Kindergarten), Interactive Text (Grade 1), Science Textbook (Grade 2-6).

CPO Life Science

(Grade 7), Physical Science (Grade 8.)

History/Social Science 2007 Scott Foresman, (Grades K-5)

Interactive Text

T.C.I. "History Alive!" 2007

Textbook and Workbook (Grades 6-8.)

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 3,667.00	\$ 585.00	\$ 3,667.00	\$ 54,010.00
District			\$ 4,643.12	\$ 58,616.00
Percent Difference - School Site and District			-21%	-8%
State			\$ 5,455.00	\$ 65,524.00
Percent Difference - School Site and State			-33%	-18%

Note: Cells shaded in black do not require data.

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

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>.

Types of Services Funded (School Year 2010-11)

Categorical sources were used to support an administrative manager, bilingual clerk, and partially funded a librarian and technology coordinator.

Consequently we were able to increase our API from 750 to 753, a 3-point gain. The school also made progress in various areas in implementing the School-wide Application model as measured by the SAMAN. The positive behavior support program is one of the 15 critical features implemented by the administrative manager that is measured by the SAMAN.

Categorical resources were used to support professional development for teachers to analyze benchmark data and support addressing academic needs of students.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 42,460.00	\$ 41,183.00
Mid-Range Teacher Salary	\$ 62,431.00	\$ 63,647.00
Highest Teacher Salary	\$ 79,325.00	\$ 80,955.00
Average Principal Salary (Elementary)	\$ 101,880.00	\$ 102,400.00
Average Principal Salary (Middle)	\$ 101,880.00	\$ 106,158.00
Average Principal Salary (High)	\$ 0.00	\$ 124,133.00
Superintendent Salary	\$ 170,000.00	\$ 151,742.00
Percent of Budget for Teacher Salaries	31.00 %	41.00 %
Percent of Budget for Administrative Salaries	11.00 %	6.00 %

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	30	38	40	29	34	37	49	52	54
Math	41	55	57	36	44	49	46	48	50
Science	12	34	40	19	27	32	50	54	57
History-Social Science	12	31	21	13	16	20	41	44	48

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	37	49	32	20
All Students at the School	40	57	40	21
Male	40	59	44	28
Female	40	55	36	14
Black or African American	13	27	23	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	41	57	40	21
Native Hawaiian or Pacific Islander	38	79	0	0
White	0	0	0	0
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	40	57	41	21
English Learners	40	58	41	
Students with Disabilities	18	28	0	0
Students Receiving Migrant Education Services	38	31	0	0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.1	11.5	6.6
7	23.6	9.1	9.1

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The *similar schools API rank* reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	1	3
Similar Schools	5	6	9

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	26	55	3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	22	53	3
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	27	52	6
English Learners	16	72	4
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	422	753	2,579	715	4,683,676	778
Black or African American	26	658	264	686	317,856	696
American Indian or Alaska Native	0		6		33,774	733
Asian	2		18	891	398,869	898
Filipino	2		7		123,245	859
Hispanic or Latino	369	753	2,028	715	2,406,749	729
Native Hawaiian/Pacific Islander	21	840	234	717	26,953	764
White	1		11	863	1,258,831	845
Two or More Races	1		10		76,766	836
Socioeconomically Disadvantaged	406	753	2,434	716	2,731,843	726
English Learners	357	758	2,073	711	1,521,844	707
Students with Disabilities	39	530	290	544	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011-12)

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 (ELA 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. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		7.0
Percent of Schools Currently in Program Improvement		70.0

Note: Cells shaded black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Willow Oaks School provides high quality professional development throughout the year. This comes in the form of regularly scheduled site based minimum days (weekly), grade level meetings (weekly), classified meetings (monthly), staff meetings (bi-monthly), special education meetings (weekly), and optional trainings after school. In addition to the site based professional development, the staff participates in district sponsored professional development.

Willow Oaks School offers staff development in the areas of literacy, writing, math, and positive behavior support.

The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 1/31/12.

Revived Images

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