




WEEKLY NEWSLETTER
January 26, 2018

<p>UPCOMING EVENTS</p> <p>Wednesday, January 30 Special Parent Council Meeting at Bridge the Gap—lunch served! 12:00 Topic: Local Control Accountability Plan</p> <p>Thursday, February 1 Parent Council in Library 6:30 Topic: Local Control Accountability Plan</p> <p>February 19-23 Mid-winter Break, No School</p> <p>Thursday, March 1 Parent Council in Library 6:30 Topic: Project Based Learning</p> <p>Friday, March 16 Conference Day, No School</p> <p>Monday, March 19 Staff Day, No School</p> <p>Thursday, April 5 Parent Council in Library 6:30 Topic: Art and Music Integration</p> <p>April 9-13 Spring Break, No School</p>	<p>A Message from Ms. Seekins</p> <p>Dear Willow Creek families,</p> <p>Thank you to everyone who has completed our 2017-18 Family Survey! We have already received many responses and heard valuable feedback on our website, programs, and facilities. This feedback is extremely valuable as we plan for next year.</p> <p>A district's Local Control Accountability Plans (LCAP) articulates a community's goals and allocates resources that will help to achieve them. As a small charter school with our own board of directors, Willow Creek has the privilege of developing our own LCAP—one that is responsive to the feedback of our small community and our 411 students' needs. By contrast, a typical school district develops a single LCAP for all of its schools. In a school district like San Francisco Unified, this means that one LCAP covers over 50,000 students!</p> <p>Here are a few ways you can make your voice heard as we develop our 2018-19 LCAP:</p> <ol style="list-style-type: none">1. Attend one of the Parent Council meetings focused on revising our Local Control Accountability Plan (LCAP) to hear about the progress we've made over the past year and to think together about priorities for next year. We will have two meetings on this topic: one at Bridge the Gap at noon on Wednesday, January 30th, and one in our library at 6:30 p.m. on Thursday, February 1st.2. Complete our Family Survey. The 2017-18 Family Survey is available in both English and Spanish. If you didn't get the link that we sent by email last week, you can access the Survey by entering this URL into your browser: www.surveymonkey.com/r/wca20183. Reach out to me any time. I am always happy to touch base via phone or email, or to make an appointment to meet together. You are welcome to call me directly at 415-331-7530, ext. 213 <p>Thank you—as always—for helping us improve!</p> <p>Best,  Tara</p> <p>Attendance Report Average Daily Attendance this week: 94% Funds lost this week due to absences: \$3,926 Total funds lost this year due to absences (est.): \$72,354</p> <p>Please remember that you can request an Independent Study for your child for any planned absence of 3 or more days. Please visit Ms. Aleshia in the front office to complete an Independent Study form at least 7 days before the absence is scheduled to begin.</p>
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EVERYTHING
YOU NEED TO KNOW
ABOUT THE

LCFF

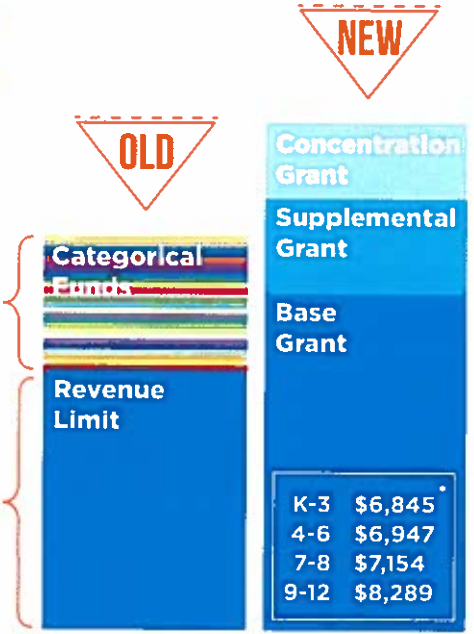
Local Control Funding Formula

The **LCFF** is a new funding formula that will increase school funding & direct more resources to California's highest-need students. It leaves significant spending decisions to local discretion, but does not require districts or counties to adopt formal plans for these funds until 2014. **It is up to parents and students to make sure LCFF funds are used responsibly this year.**

HOW IT WORKS

Districts used to receive money through **categorical funds** that could only be spent on specific programs. There were over 40 of these categorical programs, the majority of which have been eliminated under LCFF.

The rest of the money, called the **revenue limit**, was given out using a complicated and outdated formula. The calculation was different for each district, and did not take the needs of students into account. Districts could use these funds at their discretion.



BASE GRANT

The LCFF establishes uniform per-student base grants, with different rates for different grade spans. These differences are intended to recognize the higher costs of education at higher grade levels.

SUPPLEMENTAL GRANT

The LCFF acknowledges that English learner, low-income, and foster youth (EL/LI/FY) students have greater needs that require more resources to address. For each EL/LI/FY student, districts receive an **additional 20%** of the adjusted base rate per student.

CONCENTRATION GRANT

On top of the supplemental grant, districts that have a high proportion (over 55%) of EL/LI/FY students receive an **additional 50%** of the adjusted base rate per student for each student above 55% of enrollment.

* These are target figures that will be reached gradually over time. The LCFF is expected to take 8 years to reach full implementation.

No districts receive less money than they would have under the old system. **Most districts will receive more.**

WHY IT MATTERS

DISTRICTS GET MORE MONEY, & MORE FREEDOM TO SPEND IT.

The LCFF will add **\$2.1 billion** in funding for the 2013-14 school year. When fully implemented, the LCFF will increase California's education spending by **\$18 billion**. School districts are getting more money and a lot more freedom to spend it how they want. Though the old system's categorical programs were problematic, they did ensure that districts had to spend money on certain important priorities. Now spending decisions are largely left to the discretion of local districts.

DISTRICTS ARE DECIDING HOW TO USE THESE FUNDS RIGHT NOW

By **January 31, 2014**, the State Board of Education must set the rules regarding how LCFF funds can be spent. The LCFF requires districts to develop Local Control and Accountability Plans (LCAPs) that establish annual goals for all students, describe what will be done to achieve these goals, and detail how funds will be spent to increase or improve services for EL/LI/FY students. These plans do not have to be adopted until **July 2014**. This means that until then, a district could decide to use its money in ways that do not help its highest-need students.

IT IS UP TO YOU TO MAKE SURE DISTRICTS SPEND RESPONSIBLY.

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SABER SOBRE

LCFF

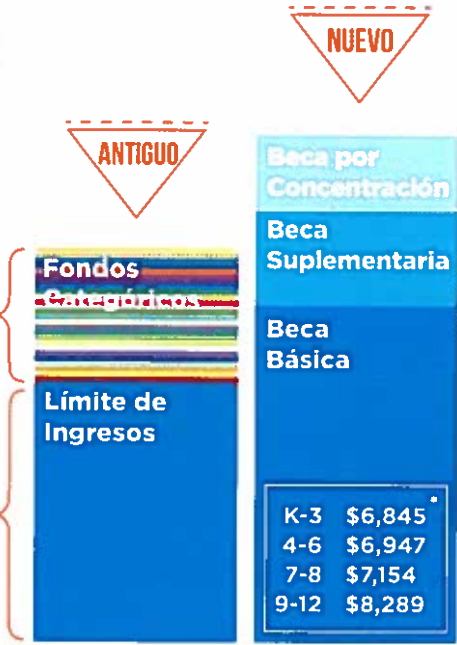
La Fórmula de Control local de Financiamiento

La LCFF es un modelo nuevo de financiamiento que va a aumentar el financiamiento a las escuelas y que dirigirá más recursos a los estudiantes más necesitados en California. Deja las decisiones de gastos significativos en las manos de las escuelas locales, pero no requiere que los distritos o condados adopten planes formales para estos fondos hasta el 2014. **Les corresponde a los padres y estudiantes asegurarse de que los fondos de LCFF sean usados responsablemente este año.**

COMO FUNCIONA

Antes, distritos recibían dinero por medio de **fondos categóricos** que solamente se podían usar en programas específicos. Había más de 40 de estos tipos de programas categóricos, la mayoría que han sido eliminados por LCFF.

El resto del dinero, llamado el **límite de ingresos**, fue distribuido con una fórmula complicada y anticuada. La calculación era diferente para cada distrito y no tomaba en cuenta las necesidades de estudiantes. Distritos podían usar estos fondos de cualquier manera.



BECA BÁSICA

La LCFF establece becas básicas uniformes para cada estudiante, con diferentes niveles para estudiantes en diferentes grados. Estas diferencias intentan reconocer que el costo de la educación aumenta en niveles de grado más altos.

BECA SUPLEMENTARIA

La LCFF reconoce que estudiantes que están aprendiendo inglés, son de bajos ingresos, o niños en acogida (EL/LI/FY) tienen más necesidades que requieren más recursos para aprender. Por cada estudiante EL/LI/FY, los distritos reciben **veinte por ciento** de fondos adicionales, los cuales son ajustados por el nivel básico por alumno.

BECA POR CONCENTRACIÓN

Además de la beca suplementaria, distritos que tienen una proporción alta (más de 55%) de estudiantes EL/LI/FY reciben un **cincuenta por ciento** adicional, los cuales son ajustados de la beca básica por alumno, por alumno, por cada estudiante arriba de cincuenta y cinco por ciento de matriculación.

*Estas son figuras que van a ser logradas gradualmente. Es esperado que la LCFF tomará 8 años para ser completamente implementada.

Bajo la LCFF, ningún distrito recibe menos dinero de lo que hubiera recibido usando el sistema antiguo. **Muchos de los distritos recibirán más.**

PORQUE IMPORTA

DISTRITOS RECIBEN MAS DINERO Y MAS LIBERTAD PARA USARLO.

La LCFF va a aumentar por **\$2.1 mil millones** en fondos para el año escolar 2013-2014. Cuando sea completamente implementado, la LCFF va a aumentar lo que California coloque a la educación por **\$18 mil millones**. Los distritos escolares están obteniendo más dinero y más libertad para usarlo como ellos quieran. Aunque los programas categóricos fueron problemáticos en el sistema antiguo, estos programas aseguraron que los distritos usaran el dinero para prioridades importantes. Ahora, las decisiones del uso del dinero están a la discreción de los distritos locales.

DISTRITOS ESTAN DECIDIENDO COMO USAR ESTOS FONDOS AHORITA

Para el **31 de enero del 2014**, la Junta Estatal de Educación debe de imponer reglas dirigiendo como los fondos de LCFF pueden ser usados. La LCFF requiere que los distritos desarrollen Planes de Control Local y Contabilidad (LCAPs) que establecen metas anuales para todos los estudiantes, que describen que se va a hacer para realizar estas metas, y que va a detallar como estos fondos van a ser usados para aumentar o mejorar servicios para estudiantes EL/LI/FY. Estos planes no se necesitan adoptar hasta el **julio del 2014**. Esto quiere decir que hasta ese momento, un distrito puede usar su dinero de LCFF en formas que no van a ayudar a estudiantes que tienen más necesidades de aprendizaje.

LE CORRESPONDE A USTED A ASEGURAR QUE LOS DISTRITOS ESTEN USANDO EL DINERO RESPONSABLEMENTE.

LOCAL CONTROL ACCOUNTABILITY PLAN

The **Local Control Funding Formula (LCFF)** increases school funding and directs more resources to CA's highest-need students. It requires districts to develop **Local Control and Accountability Plans (LCAPs)** that establish annual goals for all students, describe what actions will be taken to achieve these goals, and detail how funds will be spent to increase or improve services.

STATE PRIORITIES

Districts must set annual goals in **8 State Priority areas**

- 1 Basic Necessities** *Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair*
- 2 Implementation of Common Core State Standards**
- 3 Parental Involvement**
- 4 Student Achievement** *Statewide assessments, API, EL reclassification rate, college preparedness, etc.*
- 5 Student Engagement** *Attendance rates, dropout rates, graduation rates, etc.*
- 6 School Climate** *Suspension and expulsion rates, etc.*
- 7 Access to Courses**
- 8 Other student outcomes in subject areas**

LOCAL PRIORITIES

Districts can also establish local priority areas

PARENT ADVISORY COMMITTEES

Districts must establish **Parent Advisory Committees** to advise school boards and superintendents on LCFF implementation. These committees must include parents and guardians of students that are eligible for free or reduced-price meals, English learners, or foster youth. Furthermore, if English learners make up at least 15% of a district's enrollment and the school district enrolls at least 50 English learners, it must establish a **District English Learner Advisory Committee** which must include parents/guardians. Districts must present their LCAPs to these advisory committees for review and comment.

DISTRICTS MUST ADOPT LCAPS BY JULY 2014. LCAPS COVER 3 YRS, ARE UPDATED ANNUALLY, & MUST BE ALIGNED WITH THE DISTRICT BUDGET

GOALS are set under each priority area, for all students and for subgroups

SPECIFIC ACTIONS are described for each goal

PROGRESS TOWARDS GOALS AND EFFECTIVENESS OF ACTIONS ARE REVIEWED ANNUALLY

➔ **GOALS & ACTIONS ARE DETAILED FOR ALL STUDENTS AND FOR STUDENT SUBGROUPS AT THE DISTRICT AND SCHOOL LEVEL** ←

STUDENT SUBGROUPS

Districts must set distinct goals for all **numerically significant** subgroups (at least 30 students, or 15 for foster youth).

Racial / Ethnic Subgroups:

Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or more races

Other Subgroups:

Socioeconomically disadvantaged
English learners
Students with disabilities
Foster youth



EXPENDITURES

Districts must list and describe the expenditures implementing the *specific actions* for each fiscal year.

Districts receive **supplemental** and **concentration** funds for English learner, low-income, and foster youth students. Districts must use this money to increase or improve services for these high-need students in *proportion* to the increase in funds they receive.

Questions? Email **Sally Chung** at schung@aclu-sc.org

PLAN DE CONTROL LOCAL Y CONTABILIDAD

La **Formula Para el Control Local de Fondos (LCFF)** aumenta los fondos para las escuelas y dirige más recursos hacia los estudiantes con más necesidades en California. Esta fórmula requiere que los distritos desarrollen un **Plan de Control Local y Contabilidad (LCAPs)**. Este plan fijará objetivos anuales para todos los estudiantes, describirá que acciones hay que tomar para poder lograr estos objetivos, y dirigirá como los fondos van a hacer usados para aumentar o mejorar los servicios.

PRIORIDADES DEL ESTADO

Distritos deben fijar objetivos anuales en áreas incluidas en la lista de **8 Prioridades Estatales**

- 1 Necesidades Básicas** *profesores calificados y apropiadamente situados, suficientes materiales instructivos, y comodidades en buenas condiciones*
- 2 Implementación de las Normas Comunes del Estado**
- 3 Participación de los Padres**
- 4 Logros del Estudiante** *evaluaciones estatales, API, índices de cambio de la clasificación EL, índices de graduación, etc.*
- 5 Participación de los Estudiantes** *índices de asistencia, índices de abandono de los estudios, índices de graduación, etc.*
- 6 Clima de la Escuela** *índices de suspensiones y expulsos, etc.*
- 7 Acceso a Clases**
- 8 Otros resultados de los estudiantes en diferentes áreas**

COMITÉS CONSULTIVOS DE PADRES

Distritos deben establecer **Comités Consultivos de Padres** para aconsejar juntas escolares y superintendentes sobre la implementación de LCFF. Estos comités deben incluir padres y apoderados de los estudiantes que son elegibles para almuerzos gratis o a bajo precio, estudiantes aprendiendo el inglés, y jóvenes de crianza. Además, si estudiantes del inglés forman al menos 15% de los estudiantes matriculados en el distrito y el distrito escolar matricula al menos 50 estudiantes del inglés, el distrito debe establecer un **Comité Consultivo en el Aprendizaje del inglés** que incluya padres y apoderados. Distritos deben presentar sus LCAPs a estos comités consultivos para que sean revisados y comentados.

DISTRITOS DEBEN ADOPTAR LCAPS ANTES DE JULIO DEL 2014. LCAPS DURAN 3 AÑOS, Y SON ACTUALIZADOS CADA AÑO, Y DEBEN SER ALINEADOS CON EL PRESUPUESTO DEL DISTRITO

PRIORIDADES LOCALES

Distritos también pueden establecer áreas de prioridades locales

OBJETIVOS son fijados bajo cada área de prioridad, para todos los estudiantes y para cada subgrupo

ACCIONES ESPECÍFICAS son definidas para cada objetivo

PROGRESO HACIA LOS OBJETIVOS Y LA EFECTIVIDAD DE LAS ACCIONES SON REVISADAS CADA AÑO

OBJETIVOS Y ACCIONES SON DETALLADAS PARA TODOS LOS ESTUDIANTES Y PARA LOS SUBGRUPOS DE ESTUDIANTES EN EL NIVEL DEL DISTRITO Y LA ESCUELA

SUBGRUPOS DE ESTUDIANTES

Distritos deben fijar objetivos distintos para todos los subgrupos con un **número significativo** (al menos 30 estudiantes, o 15 jóvenes de crianza).

Subgrupos Raciales y Étnicos:

Negro o Afroamericano
Americano Indígena o Nativo de Alaska
Asiático
Filipino
Hispano o Latino
Nativo Hawaiano o Isleño del Pacífico
Blanco
Dos razas o más

Otros Subgrupos:

Socioeconómicamente Desventajados
Aprendices del inglés
Estudiantes con discapacidades
Jóvenes de crianza

GASTOS

Distritos deben enumerar y describir los gastos implementando **acciones específicas** en cada año fiscal. Distritos reciben fondos **suplementarios** y **concentrados** hacia aprendices del inglés, estudiantes de ingresos bajos, y jóvenes de crianza. Distritos deben usar este dinero para aumentar o mejorar los servicios para los estudiantes con más necesidades *en proporción* con el aumento de fondos que reciben.



¿Preguntas? Manda un correo electrónico a **Sally Chung** a schung@aclu-sc.org

Special Parent Council/LCAP Meeting



EVERYONE IS WELCOME!

Ahlan Bicum اهلاً بكم

TODOS SON BIENVENIDOS

Mọi người đều được chào đón

सभी का स्वागत है

Добро пожаловать всем

દરેકનું સ્વાગત છે

Please join us to share ideas and give feedback about our school. Every year, our administration gathers information from parents and sets new goals.

We are especially interested to have input from families who speak more than one language at home.

TWO MEETING TIMES:

Wednesday, 1/31 12:00PM
Bridge the Gap
105 Drake Ave. Marin City
(Lunch included)

Thursday, 2/1 6:30PM
WCA Library
(Childcare provided)

Thank you!

Your WCA Parent Council



WCA SPRING 2018 ENRICHMENT PROGRAMS

REGISTER @ <http://www.electivitykids.com/wcaspr18> (password wcaspr18)

REGISTER EARLY! FEES GO UP 2/28/2018 | NO TRANSFERS AFTER THE 1st CLASS | NO FEE PRORATION

DAY/TIME	CLASS DESCRIPTION
MON Ukulele K 2.15-3PM Gr K MON Ukulele+ 3.15-4.15PM Gr 1 & up \$160 Min 8 Loc: TBD 8 classes: 3/5, 3/12, 3/26, 4/2, 4/16, 4/23, 4/30, 5/7. No class 3/19, 4/9	Ukulele is a fun-filled class for young students. Fundamentals of ukulele and music will be introduced. Students will learn pulse and rhythm through clapping, movement and rhythmic chants and melody through group singing. End of the class will feature a performance. Returning students will be taught to their level. <i>Note: Students bring their own ukulele.</i>
MON Go Girls! 3.15-4.15PM Gr 4 & up \$172 Min 8 Loc: Room 4 8 classes: 3/5, 3/12, 3/26, 4/2, 4/16, 4/23, 4/30, 5/7. No class 3/19, 4/9	An empowerment workshop designed for upper school girls. In Go Girls! Girls learn how to navigate peer relationships, find and strengthen their inner voices, build self-esteem, and develop their own unique strengths. We use a combination of games, theatre activities, art and fun challenges to support and empower girls.
MON Spanish 3.15-4.15PM Gr K-1 \$160 Min 10 Loc: Library 8 classes: 3/5, 3/12, 3/26, 4/2, 4/16, 4/23, 4/30, 5/7. No class 3/19, 4/9	In this class, students will learn conversational Spanish through practical grammar, diverse games and songs that they will love and remember. Beginning topics include: Greetings, Alphabet & Numbers, and daily phrases for communicating. Returning students will be taught at their learning level.
TUE Drama 3.15-4.15PM Gr K-5 \$165 Min 8 Loc: Room 4 8 classes: 3/6, 3/13, 3/20, 3/27, 4/3, 4/17, 4/24, 5/1. No class 4/10	Actors Unite! The Drama Club is a great place for kids to explore the dramatic arts through improv exercises and team-building activities. Drama games can help teach valuable acting skills while allowing students to build confidence, stretch their imagination and have fun!
TUE Joy of Ballet 3.15-4.15PM Gr K-3 \$172 Min 8 Loc: MPR 8 classes: 3/6, 3/13, 3/20, 3/27, 4/3, 4/17, 4/24, 5/1. No class 4/10	This dance class is designed to give children a solid foundation in the principles of classical ballet focusing on technique with an emphasis on musicality, rhythm, and placement. Children will learn creative, beautiful, and fun choreography and will be encouraged to explore their potential. <i>*Ballet shoes & tights required.</i>
TUE Tennis K 2.15-3PM Gr K TUE Tennis+ 3.15-4.15PM Gr 1 & up \$195 Min 8 Loc: TBD 8 classes: 3/6, 3/13, 3/20, 3/27, 4/3, 4/17, 4/24, 5/1. No class 4/10	Learn the fundamentals of tennis: forehand, backhand, and rallying. Students practice using balls that are age & speed appropriate. Class is taught in a format which emphasizes fun and sportsmanship, through games like: Feed the Monkey, Beachball Tennis, and Train. Bring your own racquet.
WED Drawing 2.15-3.15PM Gr K-5 \$168 Min 8 Loc: Room 2 8 classes: 3/7, 3/14, 3/21, 3/28, 4/4, 4/18, 4/25, 5/2. No class 4/11	Artists Unite! The Drawing Club is a great place for kids to download and process their day through the mindful art of drawing in an open and encouraging creative environment. Each session begins with explorative 'free draw' time often followed by drawing challenges along with personalized guidance to help enrich student's skills.
WED Gymnastics 2.15-3.15PM Gr K-4 \$165 Min 10 Loc: MPR 8 classes: 3/7, 3/14, 3/21, 3/28, 4/4, 4/18, 4/25, 5/2. No class 4/11	Gymnastics focuses on building body-confidence, coordination, motor skills, strength, and flexibility. Each class begins with a warm-up, incorporating age-appropriate songs and imagination games. The 2 nd section of class focuses on age appropriate tumbling passes and movement exploration that builds integrated strength and coordination for more advanced tumbling and inverted work.



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DAY/TIME	CLASS DESCRIPTION
WED Guitar 2.15-3.15PM Gr 2 & up \$165 Min 8 Loc: Room 4 8 classes: 3/7, 3/14, 3/21, 3/28, 4/4, 4/18, 4/25, 5/2. No class 4/11	Learn the fundamentals of guitar technique and how to produce clear, beautiful notes and chords. Students will discover how to control rhythm, tempo, and volume, and how to express themselves artistically. The guitar skills learned in this class will allow anyone to play any style of music, from hard rock to country-and-western. <i>Note: Students bring their own guitar.</i>
THU Robotics 3.30-5PM Gr 2-5 \$200 Min 10 Loc: P1 8 classes: 3/8, 3/15, 3/22, 3/29, 4/5, 4/19, 4/26, 5/3. No class 4/12	Learn about mechanical and software design, loops, conditional statements, problem solving, and teamwork skills. Work in small groups, program and build your robot. Control the robot to avoid obstacles, pick up and carry objects, and play sounds. Projects are structured so that students work in an open-ended, investigative environment while having fun. Returning students will be able to work on different projects and learn additional logic-building rules.
THU Go Girls! 3.15-4.15PM Gr 1-3 \$172 Min 10 Loc: Room 4 8 classes: 3/8, 3/15, 3/22, 3/29, 4/5, 4/19, 4/26, 5/3. No class 4/12	*An empowerment workshop designed for lower elementary school girls. In Go Girls! Girls learn how to navigate peer relationships, find and strengthen their inner voices, build self-esteem, and develop their own unique strengths. We use a combination of games, theatre activities, art and fun challenges to support and empower girls.
THU Soccer K 2.15-3pm Gr K THU Soccer+ 3.15-4.15pm Gr 1 & up \$160 Min 10 Loc: Field 8 classes: 3/8, 3/15, 3/22, 3/29, 4/5, 4/19, 4/26, 5/3. No class 4/12	Basic soccer skills are taught with clear instruction, expert advice and opportunities to repetitively practice new skills. Students will build self-esteem and teamwork through a nurturing, positive and supportive environment.
FRI Spanish 3.15-4.15PM Gr 2 & up \$160 Min 10 Loc: Library 8 classes: 3/9, 3/23, 3/30, 4/6, 4/20, 4/27, 5/4, 5/11. No class 3/16, 4/13	In this class, students will learn conversational Spanish through practical grammar, diverse games and songs that they will love and remember. Beginning topics include: Greetings, Alphabet & Numbers, and daily phrases for communicating. Returning students will be taught at their learning level.
FRI Martial Arts Gr K-4 3.05-3.50PM \$160 Min 8 Loc: MPR 8 classes: 3/9, 3/23, 3/30, 4/6, 4/20, 4/27, 5/4, 5/11. No class 3/16, 4/13	Martial Arts teaches discipline, awareness, motivation and focus. They include a diversity of self-defense techniques, hand and animal forms. Students will build confidence through training and develop better fitness, flexibility, reaction and coordination. Respect is also emphasized. The class also includes core and muscle strengthening and breathing and meditation techniques.
FRI Basketball Gr 2 & up 3.15-4.15PM \$160 Min 8 Loc: Basketball Court 8 classes: 3/9, 3/23, 3/30, 4/6, 4/20, 4/27, 5/4, 5/11. No class 3/16, 4/13	Does your son or daughter enjoy playing basketball? This class is for girls and boys to have FUN, while learning the fundamentals of basketball. Passing, shooting, dribbling, pivoting, and defense strategies will be covered, as players are coached through drills and scrimmage games. Emphasis is on effort and teamwork, skill development and fun!

Offline registration: Email electivitykids@outlook.com

Explorers Fee: A \$25 drop-in fee is assessed by the Explorers program when students are at aftercare 30 minutes after the end of an Electivity class. (i.e. Electivity class is dismissed at 4:15pm and the student is still at aftercare at 4:45pm. Families are not charged an aftercare fee when students are taken into aftercare should an Electivity class be cancelled for the day, without a 24-hour notification.

WCA Scholarship: Scholarship requests are handled on a first-come-first-served basis. Each qualifying child/qualifying family may request for 1 scholarship, subject to availability. Email electivitykids@outlook.com to submit your scholarship request stating Child's Name, Class Request, Contact info.



School Tag

Gamifying the school commute

<http://wca.schooltag.org>



Have fun getting to school and earn prizes!

Leaders of the week



Quote of the week

“This week my son woke up early to get to school early to get points for School Tag. He’s pushing me out the door, nice switch”

Parent of 3rd grader

The Buzz

School Tag Winter Games is off to a strong start in the 1st week. 100 Tags were distributed and kids are tagging in each morning. We are out of Tags but kids can still play using their Clipper Card.

www.clippercard.com

School Tag is being built from scratch by WCA parents and students. Thanks for your patience and support as we pilot this program. Our goal is to make a positive and fun impact to the school commute.

Weekly tips on how to play

Come to school early and get tagged in by Helpers or at the School Tag Station.

Maximize points by coming early and walking, biking or taking the bus. Always tag in!

Getting dropped off outside of the traffic circle and walking up to MPR will qualify for walking points.

What’s next?

Week 2 of the Winter Games will take place next week. The game only lasts 4 weeks.

List of prizes coming soon.

Go to <http://wca.schooltag.org> to learn more. Play School Tag!

Totally 80'S

THE ANNUAL WILLOW CREEK ACADEMY FUNDRAISER

MARCH 24 - 2018

LIVE
MUSIC

THE CHEESEBALLS

BURGERS + BOURBON
5-7 PM \$100 PER PERSON

FOOD BY F3, LIVE MUSIC, SPIRITS
TASTING BY ANCHOR DISTILLING

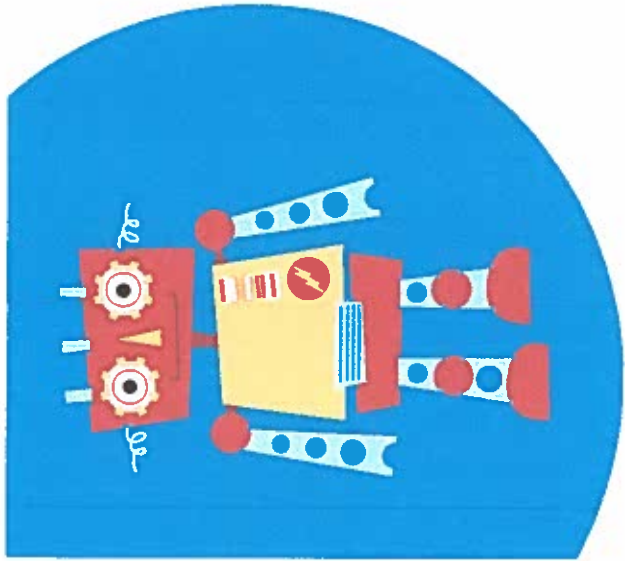
AN 80'S DANCE PARTY
7-10 PM \$35 PER PERSON

LIVE MUSIC BY THE CHEESEBALLS,
NIBBLES, CASH BAR, AUCTION

FOR TICKETS & INFO VISIT THE WILLOW CREEK ACADEMY OFFICE
OR WWW.WILLOWCREEKACADEMY.SCHOOLAUCTION.NET/TOTALLY80S/

IDESST HALL - 511 CALEDONIA ST., SAUSALITO

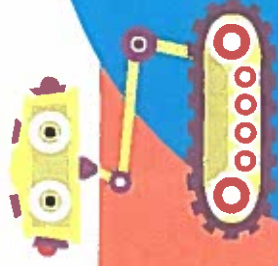
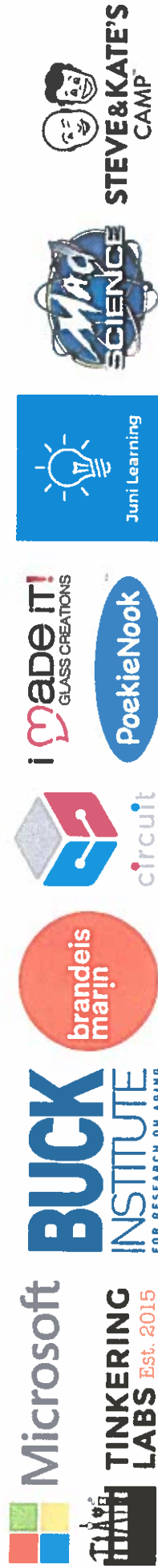
80'S ATTIRE



First Inaugural SMMC Maker Faire

SPACE IS LIMITED, RSVP TODAY:
<https://smmc-maker-faire.eventbrite.com>

Join us for awesome hands-on projects with these vendors and more:



SAT JAN 27, 1-4PM

CORTE MADERA
COMMUNITY CENTER

\$5/MAKER
(KIDS AGE 5+ PLEASE)

Let's play baseball!



SAUSALITO MARIN CITY
Little League



March – June, 2018
Ages 5 - 12

REGISTER TO PLAY BY Feb. 15th

www.SMCLL.com

The Sausalito Marin City Little League has been committed to developing young peoples' love of baseball for many generations. Join us!

Tam High School Presents

Parent Champion Series

for Tam High Parents & Guardians

When: January 30 and February 13, 6:30-8:30 pm

Where: Room 2020, at Tamalpais High School

*** Childcare, snacks, and attendance incentives & awards will be provided ***

The purpose of this program: is to establish relationships and build stronger partnerships with ALL Tam families. Research has shown that parent engagement impacts both the *climate of the school*, and *student achievement*. *Minority* students show even greater gains when schools partner with their families.

Each session has a focus:

Session 1 – January 30, 2018: The mindset, values, and skill sets of “educational parenting”; how to navigate in schools and districts.

Session 2 – February 13, 2018: Empower parents with the tools to support their child’s academic success.



Our Facilitator: Tovi Scruggs is a visionary educator who has been a school-site principal for most of her career. Now, Tovi serves as Regional Executive Director of Partners in School Innovation, an educational non-profit focused on improving educational outcomes in the lowest-performing schools in our nation. Certified in both integral coaching at New Ventures West and mindful leadership at Search Inside Yourself, Tovi is passionate about designing and facilitating workshops in family engagement for both families and educators, creating trauma-sensitive environments, culturally-relevant education, and mindful leadership.

Website www.ticiess.com



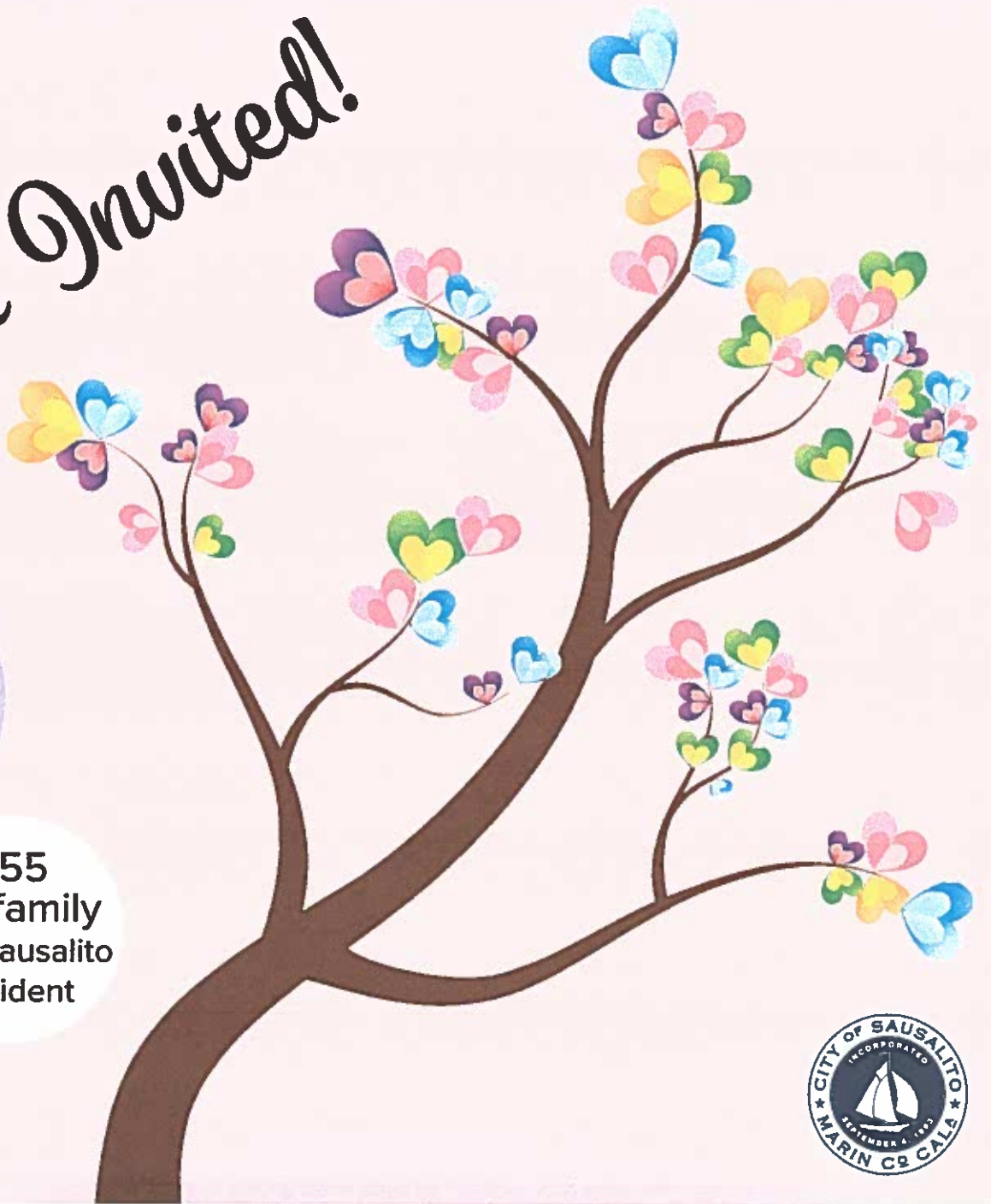
Tovi C. Scruggs



RSVP: Patty Parnow, Tam High (415) 380-3512 or pparnow@tamdistrict.org

**** at the end of both sessions a drawing for 2 Warriors tickets will be held!! ****

You're Invited!



\$50
per family
Sausalito
Resident

\$55
per family
Non-Sausalito
Resident



City of Sausalito presents

Family Fun Valentines Dance

Sunday February 11th 5:00pm - 7:15pm

City Hall Game Room

*To register call **415-289-4152** or
visit **sausalitoparksandrecreation.com***