



# Willow Creek Academy

636 Nevada St. • Sausalito, CA 94965 • (415) 331-7530 • Grades K-8

Emily Cox, Principal

[ecox@willowcreekacademy.org](mailto:ecox@willowcreekacademy.org)

<http://www.willowcreekacademy.org>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Sausalito Marin City School District

200 Phillips Drive  
Sausalito, CA 94965  
(415) 332-3190

<http://www.smcsd.org/>

#### District Governing Board

Joshua Barrow, Board Member

Ida Green, President

Debra Turner, Vice President

Bonnie Hough, Board Member

Caroline Van Alst, Board Member

#### District Administration

Itoco Garcia

#### **Superintendent**

Robert Clark

#### **Chief Business Official**

Cameron Taylor

#### **Director of Maintenance and Operations**

Susan Martin

#### **Director of Special Education Services.**

Steve Ayala

#### **Assistant to Superintendent**

### School Description

Willow Creek is committed to the following goals:

- Developing students who are self-motivated, and socially responsible lifelong learners.
- Partnering with staff, students, parents and community to create a unique, challenging learning environment with high academic standards and expectations.
- Applying academic learning to meaningful real-life activities and situations.
- Providing opportunities in science, technology, environmental education and arts programs that foster independent, critical, collaborative and creative thinking.
- Respecting diversity and whole child development – cognitive, emotional, social and physical.

Willow Creek Academy provides a rigorous, inquiry driven, project oriented learning environment that encourages differentiation of instruction as much as possible. The core curriculum emphasizes educational experiences that prepare students to meet or exceed state curriculum standards. Our guiding principles include:

- **Academic Excellence:** Students are expected to demonstrate progressive mastery of academic subject matter. To this end, students are active learners, demonstrating ability to read and analyze material in a variety of disciplines; communicate articulately, effectively and persuasively when speaking and writing; and apply mathematical knowledge and skills to analyze and solve problems and demonstrate scientific literacy.
- **Life-long Independent Learning Skills:** Students are encouraged to develop critical thinking and problem solving skills to become lifelong learners.
- **Personal Worth and Leadership:** The entire Willow Creek program encourages the development of compassionate, literate students who are prepared to take their place in an ever-changing world. Throughout the time a child is at Willow Creek, the child is supported in their quest to become a self reliant, independent individual who is able to make decisions based on critical analysis of information and put those thoughtful decisions into action. It is also expected that Willow Creek graduates have learned to work effectively in large and small groups as well as independently on behalf of themselves, their families and the larger world.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	38
Grade 2	49
Grade 3	48
Grade 4	42
Grade 5	50
Grade 6	50
Grade 7	49
Grade 8	42
<b>Total Enrollment</b>	<b>409</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.5
Asian	9.5
Filipino	1
Hispanic or Latino	25.7
White	41.8
Two or More Races	10.5
Socioeconomically Disadvantaged	40.3
English Learners	17.4
Students with Disabilities	10.3
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Teacher Credentials for Willow Creek Academy	17-18	18-19	19-20
With Full Credential	23	22	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Sausalito Marin City	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Willow Creek Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: January 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Grades K-8 Lucy Calkins Units of Study in Writing Grades K-5 Texts for English Language Development Benchmark Advance Grades K-3 The Sondag System (Reading Intervention) Grades K-4 TrueFlix/BookFlix Scholastic  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Grades K-8 DreamBox Learning Adopted 2016 Grades K-5 Investigations in Number, Data, and Space Adopted 2013 (3rd Edition Adopted 2016) Grades 6-8 College Preparatory Mathematics Adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Middle School: McGraw Hill / Glencoe Adopted 2013 Outdoor learning in school gardens STEAM Lab Teacher-created materials  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	TCI History Alive Social Studies 6-8 Teacher created materials  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	Pearson-Prentice Hall, Realidades Spanish A-C <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Overall condition of campus is Fair.

First priority: Mid-winter calls for administration building and upper campus (rooms 10-28) professional gutters cleaning and maintenance. Evidence of gutter related water intrusion has compromised building envelopes as evidenced by signs of wet rot at corners of buildings above rooms 14, 17, 21, and 24. A comprehensive gutter inspection/repair program will need to be initiated over summer, 2019 coupled with concurrent wet rot inspection and repair.

Second priority: Repair/replace missing building shingles and paint, primarily on upper campus.

\*Facilities assessments since the prior FIT (dated 1/19) may lead to lowered ratings in one or more of the below categories.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: January 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Additional lighting, painting, and updates needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Lighting updates needed.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Repair/replace missing building shingles and paint, primarily upper campus.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Gutters need to be cleaned and shields replaced.
<b>Overall Rating</b>	<b>Fair</b>	

## 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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>ELA</b>	56	65	49	58	50	50
<b>Math</b>	48	55	44	49	38	39

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
<b>5</b>	14.9	34.0	17.0
<b>7</b>	21.7	34.8	28.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	273	96.81	65.07
Male	128	125	97.66	56.00
Female	154	148	96.10	72.79
Black or African American	33	30	90.91	26.67
Asian	26	26	100.00	73.08
Filipino	--	--	--	--
Hispanic or Latino	74	73	98.65	55.56
White	118	114	96.61	76.32
Two or More Races	27	26	96.30	76.92
Socioeconomically Disadvantaged	112	108	96.43	48.15
English Learners	87	86	98.85	58.82
Students with Disabilities	38	35	92.11	28.57
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	274	97.16	54.58
Male	128	125	97.66	54.40
Female	154	149	96.75	54.73
Black or African American	33	30	90.91	10.00
Asian	26	26	100.00	65.38
Filipino	--	--	--	--
Hispanic or Latino	74	73	98.65	33.33
White	118	114	96.61	71.93
Two or More Races	27	27	100.00	77.78
Socioeconomically Disadvantaged	112	108	96.43	32.71
English Learners	87	86	98.85	44.71
Students with Disabilities	38	36	94.74	13.89
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Family Involvement:

In accordance with California Education Code section 49011, Willow Creek Academy encourages—but does not require—families to participate in school activities. Specifically, we encourage each family to:

1. Be an active partner in their child's education by volunteering in the classroom or office, driving on field trips, becoming a "classroom parent", helping with lunch, fundraising, translating, coaching, etc. Families are also always encouraged to participate in a Friday Morning Coffee Hour with the Head of School and other family members.
2. Support student learning by:
  - Reading with their child 20 minutes each day
  - Assisting their child with homework
  - Attending parent meetings, when possible
  - Encouraging their child to follow school rules

When families contribute their time and expertise, we meet the highest standards of education and ensure the goals of WCA and its charter are consistently met. Families are also invited to serve on our Board of Directors, our Foundation Board, our School Site Council, and our English Learner Advisory Committee. All families are automatically considered members of our Parent Council. All families are invited to participate in our Local Control Accountability Plan (LCAP) development and revision process. For more information, please contact Parent Council Co-Chairs Monica Ozbek ([monica@ozbekfamily.com](mailto:monica@ozbekfamily.com)) or Mary Massey ([mary\\_massey@comcast.net](mailto:mary_massey@comcast.net)).

### State Priority: School Climate

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

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

### School Safety Plan

Our school's comprehensive safety plan was most recently updated and reviewed with staff and community stakeholders in August, 2019.

Students are prepared to respond appropriately in the case of fire, earthquake, and security lockdown situations. Monthly drills are held to ensure that all students and staff are prepared to handle any of the situations cited above. All staff members have been assigned specific responsibilities in the event of an emergency. We share emergency plan details with parents and staff at meetings and in writing as well as our Web site. We have also shared with parents ways in which they can prepare for an emergency at home.

If an emergency occurs outside of school hours, staff and parents are notified of the condition of the school and whether the school will be open immediately after the event. Details of the emergency plan are now available through a link on our website to the District website which details various aspects of each potential emergency.

Students are monitored during all recess and lunch periods as well as before school. A combination of assistant teachers, teachers, administrators, and parent volunteers handle this responsibility. All visitors must sign in and out at the school office and wear a visitor badge while at the school.

We utilize a communication system called Blackboard Connect. This allows us to instantly communicate with the entire school community via phone, email, and text. This allows us a much more efficient way of keeping parents informed of all school events, including potential emergencies. We take great care to make sure all of our families are accessible through at least one of these digital communication methods. All visitors must sign in and out at the school office and wear a visitor badge while at the school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	2.4	3.1
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.1	5.0	4.2
Expulsions Rate	0.0	0.2	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### 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.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

#### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	1.5

\* 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.

#### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	22		2		20	1	1		21	1	1	
1	22		2		23		2		19	2		
2	22		2		22		2		24		2	
3	22		2		21	1	1		24		2	
4	23		3		18	3			21		2	
5	22	1	1		26		2		25		2	
6	22		13		24	1	14		23	1	14	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Willow Creek has a minimum day each Wednesday when staff engaged in professional development on math, literacy, ELD, and project based learning. Teachers participate in team collaboration, instructional leadership, and data analysis. Additionally, we have one week of professional development before the start of the school year and two additional days during the year. Teachers also participate in off-site training opportunities to improve teaching skills and extend their subject knowledge. Each teacher develops a clear, specific and measurable professional learning goal that is directly connected to the Willow Creek Academy Strategic Plan. Teachers analyze student performance data with the help of our math and literacy specialists to determine further areas of professional growth. Specialists provide additional individualized training, coaching, and in-class support. Social-emotional needs, literacy, math, project-based learning, technology, and assessment have remained central goals throughout the last three years. These areas of focus were determined by student assessment analysis with the goal of closing the achievement gap and meeting the needs of all students with meaningful and engaging curriculum. All teachers have received training in Responsive Classroom as a method of school-wide classroom and behavior management to address the social-emotional needs of our students.

Professional development in the area of literacy include Lucy Calkins Writing Workshop, GLAD (Guided Language Acquisition Design), Academic Language and English Language Development Instruction. Mathematics topics have included unpacking the California Common Core State Standards, progressions in the CCSS, the Standards of Mathematical Practice, fluency, discourse, differentiation, small-group instruction, use of manipulatives, implementing Investigations, growth mindset, and shifting instructional practices. Additional professional development has focused on academic conversation, student goal-setting, social-emotional strategies for test-taking, and addressing equity. In the area of technology, focus has been placed on accessibility supports, Chromebooks, digital citizenship, online curriculum delivery (Investigations in Pearson Realize, College Preparatory Mathematics, DreamBox Learning), Aeries, and navigating CAASPP. Assessment training has included the CAASPP Summative and Formative Assessments, the Digital Library, MAP Testing, MAP reports, formative assessment, grade reporting, Fountas and Pinnell, and DreamBox Learning data reports.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,751	\$45,252
Mid-Range Teacher Salary	\$82,610	\$65,210
Highest Teacher Salary	\$100,270	\$84,472
Average Principal Salary (ES)	\$147,000	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$210,000	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	17%	31%
Administrative Salaries	9%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,073.91	1291.0	\$8782.11	\$68188.38
District	N/A	N/A	43,295.00	\$80,127.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-132.5	-16.1
School Site/ State	15.7	4.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded

Willow Creek Academy provides primary intervention support in language arts and mathematics for students in grades K-2. A literacy specialist and math specialist support high-quality, differentiated instruction across grades K-8. Special education services are provided to eligible students, including on-site resource specialist, psychology, and speech therapy services. Three student support specialists administer our restorative practices program and provide additional social-emotional support for students.

### DataQuest

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

### 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.