

Willow Creek Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.



Tara Seekins

Principal, Willow Creek Academy

About Our School

Thank you for your interest in Willow Creek Academy!

Most every visitor to Willow Creek Academy comments on the smiling students, the helpfulness, and the physical beauty of the school. Located in the hills of Sausalito and consisting mostly of shingled buildings, it is hard to believe that this is a public school. But public it is, and proud we are, of what hundreds of students and families have created.

Our kindergarten through eighth grade program is arranged to provide students with developmentally appropriate support:

Grades K-1 encourage social development, and focus on skill readiness activities;
Grades 2-5 address mastery of foundational knowledge and skills for continued learning;
Grades 6-7 take advantage of small group learning and academic specialization options;
Grade 8 focuses on learning communities and action teams, service learning, and simulating democratic living.

We begin each day with a morning assembly for grades 1-8 where community members can make announcements, students can be recognized for their good work, and our community joins together in saying our pledge.

The Willow Creek Pledge
(adapted from a pledge created by educator Marva Collins)

*This day has been given to me fresh and clear.
I promise myself that I shall use this day to the fullest,
realizing it can never come back again.
I am the only person who has the power to decide what I will be.
I make myself what I am.*

We welcome your interest in Willow Creek and encourage you to come and meet our students and team!

Principal's Comment

Founded by a group of dedicated parents and community members, Willow Creek Academy received its first Charter from the Sausalito Marin City School District in the spring of 2001 and opened its doors in September, 2001. The Charter was renewed for five years in 2004, again in 2009, and most recently in 2014.

The school founders wanted to create an atmosphere of choice within the District, and Willow Creek was created with a philosophy and belief that inquiry driven, project-oriented learning would provide District residents, as well as out of District families, opportunity to participate in their children's education. As a Charter School, Willow Creek welcomes families from anywhere in California and, while the majority of its students live in the Sausalito Marin City School District or other communities in Marin County, students have come from as far as Fairfield and Vallejo because parents found the school to be a good fit for their child.

Starting with 37 stud

Contact

*Willow Creek Academy
636 Nevada St.
Sausalito, CA 94965-1654*

Phone: 415-331-7530

E-mail: tseekins@willowcreekacademy.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sausalito Marin City
Phone Number	(415) 332-3190
Superintendent	Terena Mares
E-mail Address	tmares@marinschools.org
Web Site	http://www.smcsd.org

School Contact Information (School Year 2018—19)	
School Name	Willow Creek Academy
Street	636 Nevada St.
City, State, Zip	Sausalito, Ca, 94965-1654
Phone Number	415-331-7530
Principal	Tara Seekins
E-mail Address	tseekins@willowcreekacademy.org
Web Site	http://www.willowcreekacademy.org
County-District-School (CDS) Code	21654746118491

Last updated: 1/29/2019

School Description and Mission Statement (School Year 2018—19)

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.

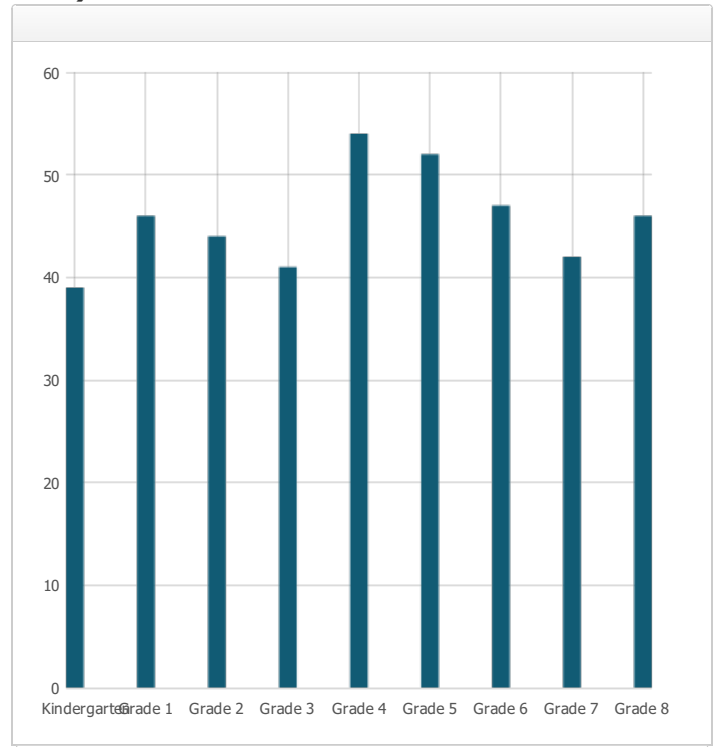
Willow Creek Academy provides a rigorous, inquiry driven, project oriented learning environment that encourages differentiation of instruction as much as possible. The core curriculum emphasizes educational experiences that prepare students to meet or exceed state curriculum standards.

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.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	39
Grade 1	46
Grade 2	44
Grade 3	41
Grade 4	54
Grade 5	52
Grade 6	47
Grade 7	42
Grade 8	46
Total Enrollment	411



Last updated: 1/29/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	10.0 %
American Indian or Alaska Native	%
Asian	9.2 %
Filipino	1.2 %
Hispanic or Latino	27.3 %
Native Hawaiian or Pacific Islander	%
White	41.6 %
Two or More Races	10.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.9 %
English Learners	17.8 %
Students with Disabilities	9.7 %
Foster Youth	0.2 %

A. Conditions of Learning

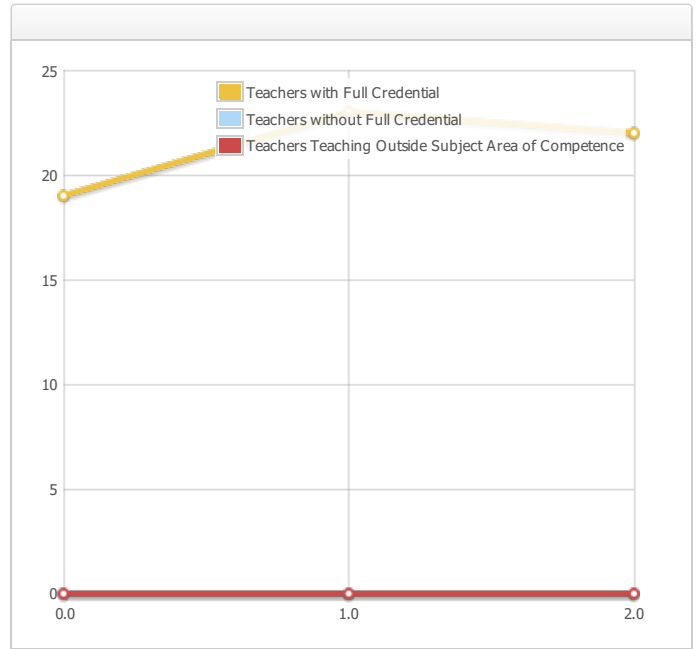
State Priority: Basic

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

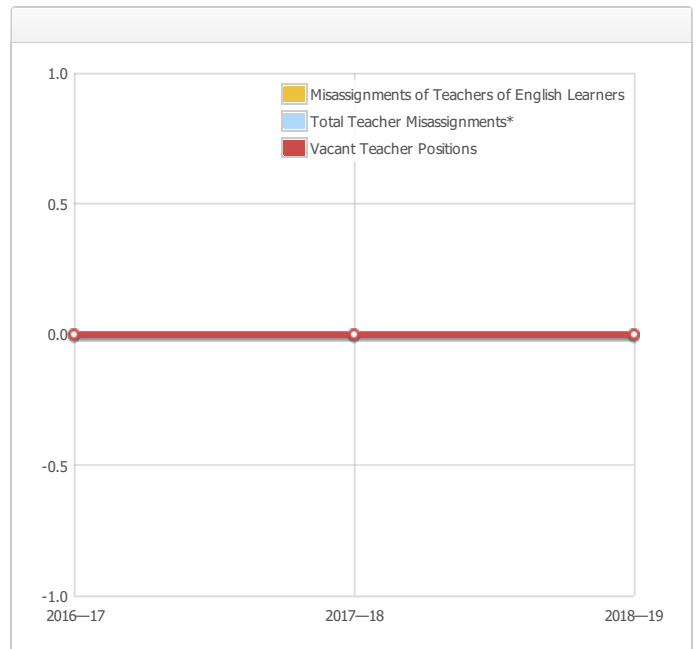
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	19	23	22	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/29/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Last updated: 1/29/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-8 Lucy Calkins Units of Study in Writing</p> <p>Grades K-5 Texts for English Language Development Benchmark Advance</p> <p>Grades K-3 The Sunday System (Reading Intervention)</p> <p>Grades K-4 TrueFlix/BookFlix Scholastic</p>	Yes	0.0 %
Mathematics	<p>Grades K-3 DreamBox Learning Adopted 2016</p> <p>Grades K-5 Investigations in Number, Data, and Space Adopted 2013 (3rd Edition Adopted 2016)</p> <p>Grades 6-8 College Preparatory Mathematics Adopted 2016</p>	Yes	0.0 %
Science	<p>Middle School: McGraw Hill / Glencoe Adopted 2013</p> <p>Outdoor learning in school gardens</p> <p>STEAM Lab</p> <p>Teacher-created materials</p>	Yes	0.0 %
History-Social Science	<p>TCI History Alive Social Studies 6-8</p> <p>Teacher created materials</p>	Yes	0.0 %
Foreign Language	Pearson-Prentice Hall, Realidades Spanish A-C	No	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2019

School Facility Conditions and Planned Improvements

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.

Last updated: 1/29/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Additional lighting, painting, and updates needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Lighting updates needed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Repair/replace missing building shingles and paint, primarily upper campus.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Gutters need to be cleaned and shields replaced.

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Fair
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Last updated: 1/29/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	56.0%	47.0%	49.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	45.0%	48.0%	38.0%	44.0%	37.0%	38.0%

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.

Last updated: 1/29/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	272	97.49%	55.88%
Male	127	127	100.00%	48.82%
Female	152	145	95.39%	62.07%
Black or African American	31	30	96.77%	20.00%
American Indian or Alaska Native				
Asian	23	23	100.00%	60.87%
Filipino	--	--	--	
Hispanic or Latino	81	81	100.00%	41.98%
Native Hawaiian or Pacific Islander				
White	113	109	96.46%	74.31%
Two or More Races	28	26	92.86%	57.69%
Socioeconomically Disadvantaged	117	116	99.15%	33.62%
English Learners	73	73	100.00%	42.47%
Students with Disabilities	36	35	97.22%	28.57%
Students Receiving Migrant Education Services				
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.

Last updated: 1/29/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	279	271	97.13%	47.60%
Male	127	127	100.00%	49.61%
Female	152	144	94.74%	45.83%
Black or African American	31	30	96.77%	3.33%
American Indian or Alaska Native				
Asian	23	23	100.00%	56.52%
Filipino	--	--	--	
Hispanic or Latino	81	81	100.00%	38.27%
Native Hawaiian or Pacific Islander				
White	113	108	95.58%	63.89%
Two or More Races	28	26	92.86%	57.69%
Socioeconomically Disadvantaged	117	116	99.15%	28.45%
English Learners	73	73	100.00%	41.10%
Students with Disabilities	36	35	97.22%	17.14%
Students Receiving Migrant Education Services				
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.

Last updated: 1/29/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/29/2019

Career Technical Education (CTE) Programs (School Year 2017–18)

NA

Last updated: 1/29/2019

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/29/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	87.0%	79.0%	66.0%
7	89.0%	82.0%	68.0%

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.

Last updated: 1/29/2019

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 2018—19)

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, helping with lunch, fundraising, etc.

2. Support student learning by:

- Reading with their child 20 minutes each day

- Assisting their child with homework

- Attending parent meetings

- 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.

3. 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 Tara Seekins, Head of School: 415-331-7530, ext. 213.

State Priority: Pupil Engagement

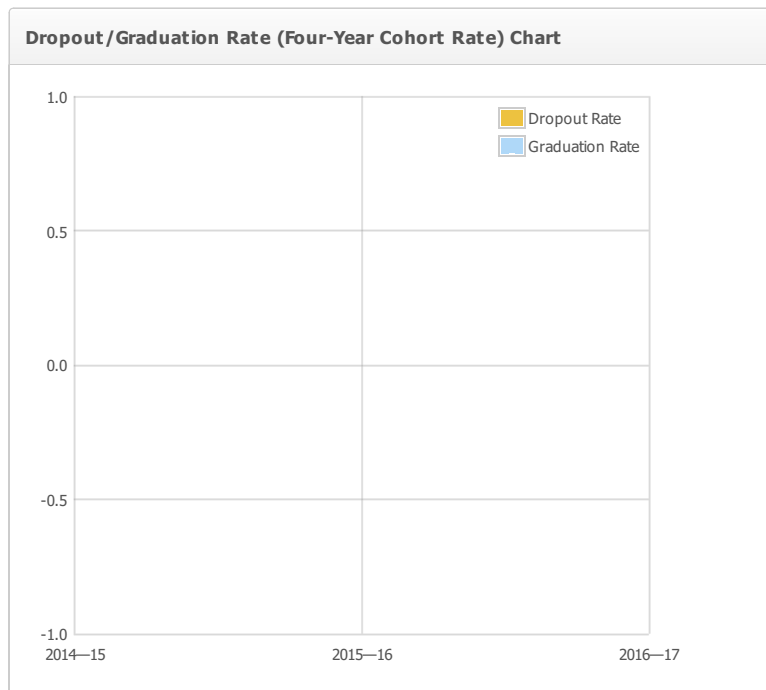
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

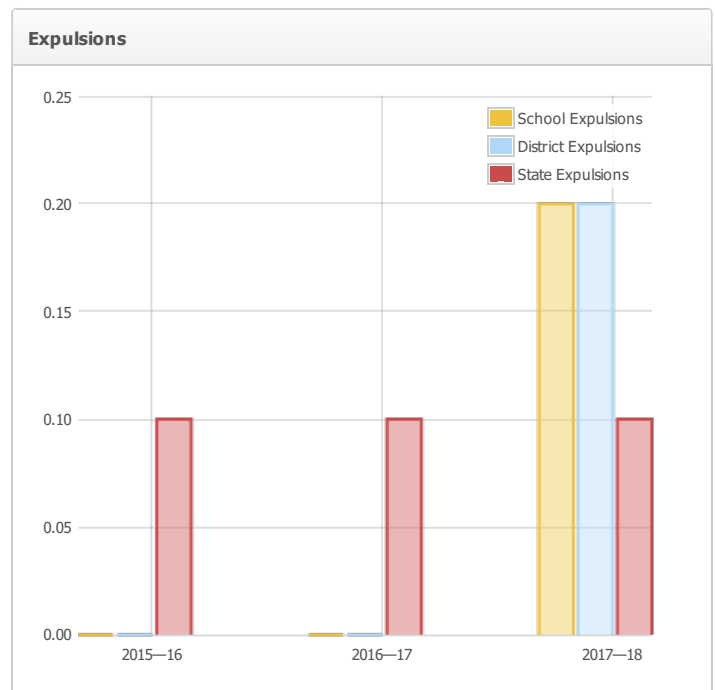
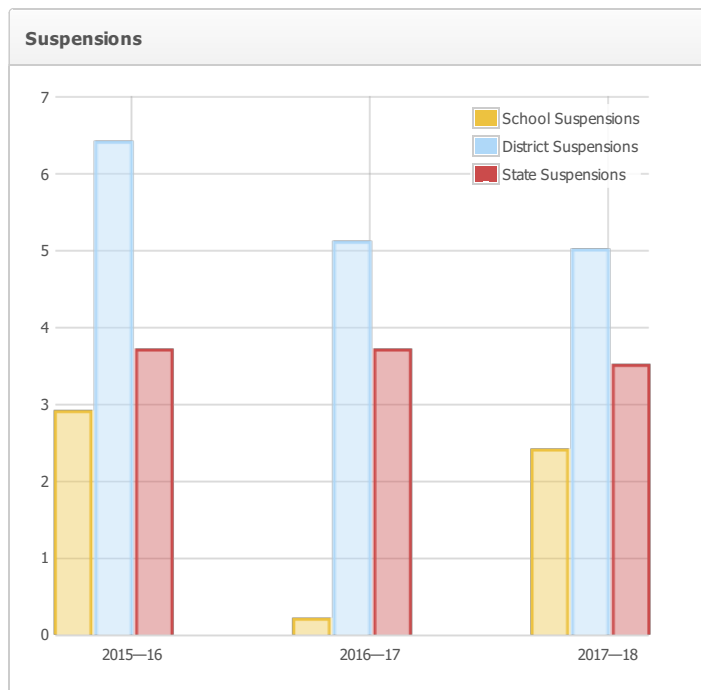
State Priority: School Climate

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.9%	0.2%	2.4%	6.4%	5.1%	5.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/29/2019

School Safety Plan (School Year 2018—19)

Our school's comprehensive safety plan was most recently updated and reviewed with staff and community stakeholders in August, 2018.

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.

Last updated: 1/29/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2		
1	20.0	2		
2	19.0	3		
3	20.0	2	1	
4	21.0		2	
5	22.0		2	
6	24.0		16	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	22.0		2	
2	22.0		2	
3	22.0		2	
4	23.0		3	
5	22.0	1	1	
6	22.0		13	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	2	0	
1	23.0	0	2	
2	22.0	0	2	
3	21.0	0	2	
4	18.0	3	0	
5	26.0	0	2	
6	24.0	0	2	
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.

Last updated: 1/29/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	1	1	
Mathematics				
Science	24.0	1	1	
Social Science	24.0	1	1	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	17.0	4		
Mathematics				
Science	17.0	4		
Social Science	17.0	4		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	2	2	
Mathematics	22.0	3	2	
Science	22.0	2	2	
Social Science	22.0	2	2	

* 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.

Last updated: 1/29/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.5	N/A
Library Media Teacher (Librarian)	0.4	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values 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.

Last updated: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9612.0	\$678.0	\$8934.0	\$68844.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017–18)

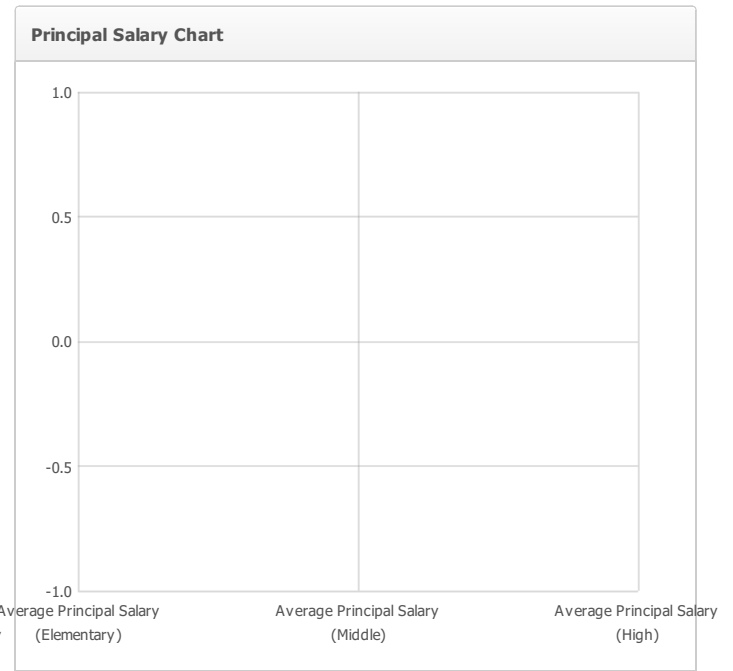
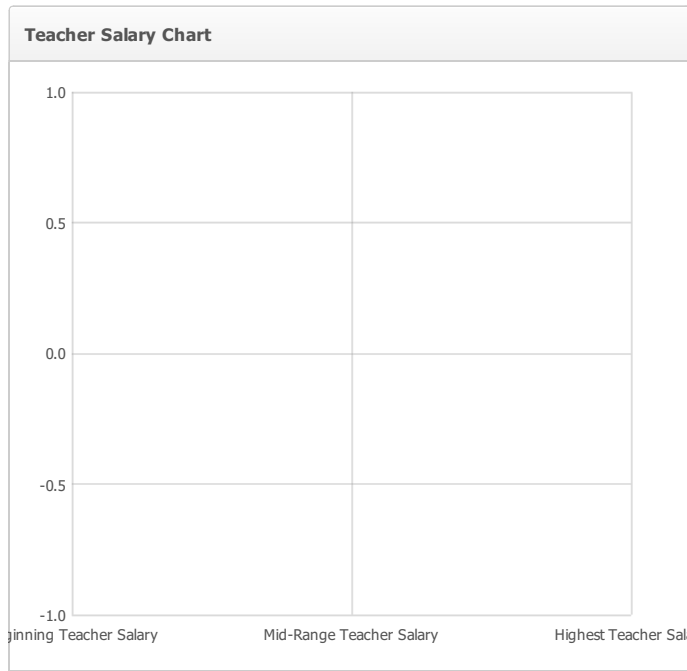
Willow Creek Academy provides primary intervention support in language arts and mathematics for students in grades K-2. A literacy specialist and math specialist support high-quality, differentiated instruction across grades K-8. Special education services are provided to eligible students, including 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.

Last updated: 1/29/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$44,375
Mid-Range Teacher Salary	--	\$65,926
Highest Teacher Salary	--	\$82,489
Average Principal Salary (Elementary)	--	\$106,997
Average Principal Salary (Middle)	--	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$121,894
Percent of Budget for Teacher Salaries	--	32.0%
Percent of Budget for Administrative Salaries	--	7.0%

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



Last updated: 1/29/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/29/2019

Professional Development

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. Professional learning communities are formed around similar goals. 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.

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.

Last updated: 1/29/2019