



# Willow Creek Academy

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

Emily Cox, Principal

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Willow Creek Academy

636 Nevada St.

Sausalito, CA 94965-1654

(415) 331-7530

<https://www.willowcreekacademy.org/>

### District Governing Board

Kurt Weinsheimer

**President**

Jim Henry

**Treasurer**

Marijke Smit

**Member**

Jim Henry

**Treasurer**

Lexi Mussallem

**Secretary**

Jennifer Conway

**Member**

### District Administration

Itoco Garcia

**Superintendent**

Emily Cox

**Head of School**

Kristine Duran

**Assistant Head of School**

Mehreen Ahmad

**Data Manager**

Heidi Wiltsee

**Communications Liaison**

Aleshia Adams Page

**Office Administrator**

### 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	40
Grade 2	32
Grade 3	44
Grade 4	46
Grade 5	41
Grade 6	46
Grade 7	47
Grade 8	44
<b>Total Enrollment</b>	<b>376</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.8
Asian	9.3
Filipino	1.6
Hispanic or Latino	24.5
White	39.9
Two or More Races	12
Socioeconomically Disadvantaged	43.1
English Learners	12.2
Students with Disabilities	10.4
Homeless	0.3

## 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	18-19	19-20	20-21
With Full Credential	22	17	17
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	1	0

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

Indicator	18-19	19-20	20-21
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

Lexia and Sunday are used for reading intervention students only.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: December 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Grades K-8 Lucy Calkins Units of Study in Writing and Virtual Units                      Grades K-8 Lucy Calkins Units of Study in Reading and Virtual Units                      Grades K-5 Texts for English Language Development Benchmark Advance                      Grades K-3 The Sunday System (Reading Intervention)                      Grades K-8 Lexia                      Grades 1-3: Literacy Footprints (Pioneer Valley)                      Grades K-3: Reading Eggs                      Grades 4-8: NewsELA                      Grades K-3: SeeSaw                      Grades K-8: BrainPop                      Grades 4-8: Padlet                      Grades K-6: Epic!                      Grades K-3: Handwriting Without Tears</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Mathematics</b></p>	<p>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                      Grades 6-8 Thinkwell (supplementary) Adopted, Spring of 2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Science</b></p>	<p>Discovery Education Science Techbook (California Edition), Adopted 2020                      Outdoor learning in school gardens                      STEAM Lab                      Teacher-created materials                      NewsELA 4-8                      Grades K-8: BrainPop                      Grades 4-8: Padlet</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>History-Social Science</b></p>	<p>Grades 4-8: TCI History Alive                      Grades 4=8: NewsELA                      Grades K-8 BrainPop                      Grades 4-8: Padlet                      Teacher created materials</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Foreign Language</b></p>	<p>Pearson, Realidades Spanish A-C, Adopted 2016                      Grades K-8: Mango Languages, Adopted 2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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 1/21) may lead to lowered ratings in one or more of the below categories.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: Dec-20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	K POD ADULT RESTROOM: VENT OBSTRUCTION TREE HOUSE BOYS RESTROOM: VENT FAN INOPERABLE UPPER SCHOOL BOYS RESTROOM: FAN INOPERABLE UPPER SCHOOL GIRLS RESTROOM: FAN INOPERABLE
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Several fountains need to be replaced
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	ADMIN WING: GUTTER FAILURE WET ROT COUNSELOR # 14 #15 #16: DRY ROT @ FASCIA M.P.R: BEAM ROT AT ENTRANCE MUSIC #17: DRY ROT @ FASCIA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	65	N/A	58	N/A	50	N/A
Math	55	N/A	49	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

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

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	30	N/A	24	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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. With Covid protocols in place, we cannot currently have parents in the office or physical classroom, but parents have been able to assist via Zoom in break out rooms facilitated by teachers, and two volunteer parents have been coming each day to facilitate the lunch program. In response to the COVID shutdown, parents were also immediately engaged in supporting community efforts to get daily meals and weekly food bags to families in need.
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, and our Foundation Board. 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 Chair Carrie Schneider: [carrieschneid@yahoo.com](mailto:carrieschneid@yahoo.com).

### 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 (School Year 2020-2021)

Our school's comprehensive safety plan was most recently updated and reviewed with staff and community stakeholders in August, 2020, and due to the COVID-19 Pandemic, WCA has also developed a School Site Safety Protection Plan. As of the time this report was published, in accordance with the tiered system in the State of California, 25% of students were participating in on-campus instruction, while the remainder was participating in distance learning. Students participating in on-campus instruction 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. Due to COVID, this year we are requiring all visitors on campus to scan into the office for contact tracing purposes and mandating daily health screenings for all staff and students. .

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.4	3.1	5.0	4.2	3.5	3.5
Expulsions	0.2	0.0	0.2	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.3		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### 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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1

\*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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # 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	20	1	1		21	1	1		18	2		
1	23		2		19	2			20	2		
2	22		2		24		2		16	2		
3	21	1	1		24		2		22		2	
4	18	3			21		2		23		2	
5	26		2		25		2		21	1	1	
6	24	1	14		23	1	14		23		21	
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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	11

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 and Reading Workshop and newly adapted Virtual Units, 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/Pioneer Valley and NewsELA reading assessments, and DreamBox Learning data reports.

Additional areas of focus in 2021 were on using new virtual instructional curriculum and materials including: Lexia, Literacy Footprints, NewsELA, Thinkwell, TCI (online), and instructional and management platforms and tools such as Padlet, Zoom, Google Education Suite, Canva, PearDeck, SeeSaw, Clever and Securly. In order to support distance learning, PD has also been focused on student engagement in virtual learning. WCA also partnered with Dr. Lori Watson, from RaceWork. All staff members attended monthly seminars focused on race and equity. All professional development in 2020-2021 has been facilitated virtually.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,345	\$46,965
Mid-Range Teacher Salary	\$85,105	\$67,638
Highest Teacher Salary	\$103,299	\$88,785
Average Principal Salary (ES)	\$151,439	\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$229,472	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	18.0	30.0
Administrative Salaries	3.0	6.0

\* 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/).

#### 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. One full time counselor provides mental health services for students who qualify.

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10,565.59	872.84	9692.75	69923.75
District	N/A	N/A	43,295.00	\$85,458
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-126.8	-20.0
School Site/ State	22.3	-2.2

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