Willow Creek Academy

636 Nevada St. • Sausalito, CA 94965 • (415) 331-7530 • Grades K-8
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2015-16 School Accountability Report Card
Published During the 2016-17 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, President
Ida Times, Vice President
Debra Turner, Clerk
Thomas Newmeyer, Board Member
Caroline Van Alst, Board Member

District Administration

Willima McCoy
Superintendent

Amy Prescitt
Interim Chief Business Official

Alan Rothkop
Director of Maintenance and Operations

Susan Martin
Director of Special Education Services.

School Description

Thank you for your interest in Willow Creek Academy! Willow Creek had our 14th year of educational excellence in 2014–2015. Our eighth graders matriculated to a variety of public, parochial and independent high schools.

We are a school that believes in the power of teaching for understanding. Facts are important, but the real power comes when students engage with their knowledge to build true understanding. To accomplish this, our teachers engage students in hands-on projects, inquiry-based discussions and other intellectually engaging strategies.

In addition to our core academics, we also have a strong program in Art, Music and Physical Education. Our community partnerships include The Sausalito Historical Society, The Sausalito Arts Festival, Marin City Health and Wellness Center and many more.

Our instructional approach continues to be one of balancing academics, accountability and social-emotional development.

Royce Conner
Head of School

Major Achievements

The 2014-2015 school year saw a huge increase in our student population. We are now serving 340 students!

This year we implemented a new assessment system to allow us to better understand our students' strengths and needs. We use an online adaptive assessment from NWEA called Measures of Academic Progress (MAP). We administer MAP in the Fall, Winter and Spring to all students in Grades 1-8. The data provides real-time information to teachers about what their students are ready to learn and how much they have grown. We can pinpoint the skills that students need to focus on and adapt instruction accordingly.

Focus for Improvement

We are focused on closing the achievement gap between our highest and lowest performing students. We know we can do this better by collecting reliable data about student achievement. We will explore ways to assess our students and use the data to enhance what we do in each classroom.

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	39
Grade 1	39
Grade 2	58
Grade 3	61
Grade 4	42
Grade 5	44
Grade 6	47
Grade 7	25
Grade 8	22
Total Enrollment	377

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	11.7
American Indian or Alaska Native	0.5
Asian	10.1
Filipino	0.3
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	0
White	40.6
Two or More Races	10.1
Socioeconomically Disadvantaged	45.9
English Learners	24.9
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 Basic State Priority (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			
Willow Creek Academy	**14-15**	**15-16**	**16-17**
With Full Credential	18		
Without Full Credential	2		
Teaching Outside Subject Area of Competence	0		
Sausalito Marin City School District	**14-15**	**15-16**	**16-17**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Willow Creek Academy	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	96.7	3.3
Districtwide		
All Schools	98.1	1.9
High-Poverty Schools	98.1	1.9
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: December 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Handwriting Without Tears Adopted in 2004 Leveled Reading Programs/Rigby Adopted in 2004 Leveled Reading Programs/Scholastic Adopted in 2004 Various fiction and nonfiction texts Updated annually **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Grades K-5 Investigations in Number, Data, and Space Adopted 2013 Grades 6-8 Explorations in Core Math Adopted 2013 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Middle School: McGraw Hill / Glencoe Adopted 2013 Outdoor learning in school gardens Delta-Foss Full Option Science System Adopted in 2007 Teacher-created materials **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	TCI History Alive Social Studies 6-8 Adopted in 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Teacher-created materials **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Security on both campuses is effective. Emergency Preparedness on both is effective. Fire Prevention is in is always in progress for both. Playground safety is effective for both. Chemical Safety is effective for both. Pest Management is also effective on both campuses. Self Inspection is effective on both campuses. IIPP is effective on both campuses. All buildings at Willow Creek Academy are in fair to good condition. All buildings at Martin Luther King Middle School are in good condition.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/6/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			all heating systems working well
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			good clean condition
Electrical: Electrical	X			good condition
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			one toilet fixture leaking a little
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X	X		

DataQuest

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

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	49	50	40	44	44	48
Math	40	43	35	39	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	65	66	59	53	54	49	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.2	57.1	
7	30.4	34.8	17.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	65	61	93.9	59.0
Male	21	20	95.2	65.0
Female	44	41	93.2	56.1
Hispanic or Latino	20	18	90.0	50.0
White	23	21	91.3	81.0
Socioeconomically Disadvantaged	38	37	97.4	46.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	60	59	98.3	44.8
	4	42	42	100.0	50.0
	5	43	42	97.7	63.4
	6	48	47	97.9	51.1
	7	24	24	100.0	29.2
	8	21	21	100.0	57.1
Male	**3**	32	31	96.9	33.3
	4	21	21	100.0	47.6
	5	12	11	91.7	54.5
	6	26	25	96.2	44.0
	7	12	12	100.0	8.3
	8	--	--	--	--
Female	**3**	28	28	100.0	57.1
	4	21	21	100.0	52.4
	5	31	31	100.0	66.7
	6	22	22	100.0	59.1
	7	12	12	100.0	50.0
	8	13	13	100.0	61.5
Black or African American	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	**3**	--	--	--	--
Asian	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	**4**	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	**3**	13	13	100.0	23.1
	4	12	12	100.0	41.7
	5	13	12	92.3	63.6
	6	12	12	100.0	41.7
	7	--	--	--	--
	8	--	--	--	--
White	**3**	27	26	96.3	61.5
	4	16	16	100.0	75.0
	5	20	20	100.0	70.0
	6	22	21	95.5	66.7
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	**3**	25	25	100.0	25.0
	4	15	15	100.0	13.3
	5	20	20	100.0	55.0
	6	22	22	100.0	36.4
	7	15	15	100.0	26.7
	8	17	17	100.0	52.9
English Learners	**3**	--	--	--	--
	4	11	11	100.0	18.2
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	60	59	98.3	50.0
	4	42	42	100.0	47.6
	5	43	41	95.3	48.8
	6	48	46	95.8	37.0
	7	24	24	100.0	16.7
	8	21	21	100.0	42.9
Male	**3**	32	31	96.9	50.0
	4	21	21	100.0	42.9
	5	12	11	91.7	54.5
	6	26	24	92.3	29.2
	7	12	12	100.0	8.3
	8	--	--	--	--
Female	**3**	28	28	100.0	50.0
	4	21	21	100.0	52.4
	5	31	30	96.8	46.7
	6	22	22	100.0	45.5
	7	12	12	100.0	25.0
	8	13	13	100.0	38.5
Black or African American	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	**3**	--	--	--	--
Asian	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	**4**	--	--	--	--
Hispanic or Latino	**3**	13	13	100.0	23.1
	4	12	12	100.0	41.7
	5	13	11	84.6	18.2
	6	12	12	100.0	25.0
	7	--	--	--	--
	8	--	--	--	--
White	**3**	27	26	96.3	69.2
	4	16	16	100.0	68.8
	5	20	20	100.0	75.0
	6	22	20	90.9	50.0
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	**3**	25	25	100.0	25.0
	4	15	15	100.0	6.7
	5	20	20	100.0	35.0
	6	22	21	95.5	19.1
	7	15	15	100.0	13.3
	8	17	17	100.0	35.3

School Year 2015-16 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven					
Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	**3**	--	--	--	--
	4	11	11	100.0	9.1
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

Every Willow Creek family is encouraged to be involved in volunteer work at the school. These volunteer hours take many forms, including assisting in the classroom, supervising on the playground, driving on field trips, providing translation services, and helping with the garden. We encourage parents to share their special skills with the school staff and/or the students.

Every parent is a member of the Parent Council. Monthly meetings facilitate communication between parents and staff. The Parent Council brings in guest presenters to address issues important to our parents, plans schoolwide events to build our parent community and helps encourage parent volunteerism. Our Parent Council president is the main conduit of information between the school and parents.

All families receive the Friday Post, a weekly packet which includes, at a minimum, a letter from their children's teacher, a communication from the Head of School and other information pertinent to the coming week(s) of school. The Friday Post is available electronically (email and website) and hard copies are available in the Main Office.

We encourage all parents to be part of our SSC/ELAC team to help make decisions around school funding.

Our Parent Council can be reached at volunteerwillowcreek@gmail.com.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan
During the 2014–2015 school year we continued to work with the Sausalito Marin City District to refine our emergency preparedness plan. The plan was last revised in November 2013. 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 aspect 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.

This year we implemented a new communication system called Blackboard Connect. This allows us to instantly communicate with the entire school community via phone, emails and texts. 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.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	1.9	2.7	2.9
Expulsions Rate	0.0	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	5.0	14.2	6.4
Expulsions Rate	0.0	0.0	0.0
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	6
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	16	19	19	3	1	1		1	1			
1	21	20	20	1	3	3	2					
2	20	20	20	2	1	1		2	2			
3	20	20	20	2	2	2						
4	19	22	22	2				2	2			
5	24	22	22		1	1	1	1	1			
6	22	23	23				1	1	1			

Professional Development provided for Teachers

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Our school has a healthy budget set aside for Professional Development, equaling about $1,000 per teacher. We use these funds to bring in expert presenters, send teachers to professional development, and build our professional library. This year's major professional development included implementing a new formative assessment system, engaging students in project-based learning and unpacking the Next Generation Science Standards.

Willow Creek has a minimum day each Wednesday so teachers can meet, collaborate and learn. We also have about 2 weeks of professional development before school starts and 2 days of Staff Development during the school year.

Each teacher as an individual learning goal that informs their professional development plan for the year.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,727	$41,085
Mid-Range Teacher Salary	$77,875	$59,415
Highest Teacher Salary	$94,523	$75,998
Average Principal Salary (ES)	$115,000	$100,438
Average Principal Salary (MS)	$154,000	$101,868
Average Principal Salary (HS)		
Superintendent Salary	$165,000	$116,069
Percent of District Budget		
Teacher Salaries	20%	33%
Administrative Salaries	10%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$8,907	$0	$8,907	$59,895
District	♦	♦	$8,907	$76,194
State	♦	♦	$5,677	$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			89.9	3.4

* Cells with ♦ do not require data.

Types of Services Funded

Willow Creek Academy has several programs in place to support students and families.

Our Student Support Team (SST) meetings bring together all adults who know a student well to discuss ways to improve outcomes: teachers, parents, administrators, other family members, coaches, doctors, and anyone else with a perspective. The cross-team conversation identifies areas of strength and concern, then builds a plan for strategies that can be used at school and home to support the student's success. These meetings maximize our opportunity to effect lasting change for a student.

Our school contracts with Bay Area Community Resources (BACR) to provide onsite mental health services for students. These services are provided 1-1 and in groups depending on the need.

Our after school program, Explorers, provides many opportunities for tutoring and enrichment.