



SAUSALITO MARIN CITY SCHOOL DISTRICT

Board of Trustees: Joshua Barrow - President, Ida Green - Vice President, Debra Turner – Clerk, Thomas Newmeyer, Caroline Van Alst
Superintendent: Will McCoy

Sausalito Marin City School District Agenda for the Special Meeting of the Board of Trustees Bayside Martin Luther King Jr. Academy 200 Phillips Drive, Marin City, CA 94965

Tuesday, May 29, 2018

5:30 p.m. Bayside Martin Luther King Jr. Academy Multi-Purpose Room

1. **OPEN SESSION – Call to Order**
2. **PLEDGE OF ALLEGIANCE**
3. **ORAL COMMUNICATIONS**

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board. The Board is asking that members of the public wishing to speak, fill out a form located on the counter/table, stating their name and address; the agenda item; and the topic to be discussed. BB 9323. The Governing Board is prohibited from taking any action on any item raised in this section unless the item is specifically agendized. The members of the Governing Board may ask a question for clarification, provide a reference to staff or other resources for factual information, request staff to report back at a subsequent meeting on any matter or take action directing staff to place a matter of business on a future agenda. Governing Board members may make brief announcements or briefly report on his/her own activities as they relate to school business. State open meeting laws allow members of the public to lodge public criticism of District policies, procedures, programs, or services. However, those same laws include specific provisions designed to protect the liberty and reputational interests of public employees by providing for the non-public hearing of complaints or charges against employees of the District. Under these laws, it is the employee subject to complaints or charges who is provided the right to choose whether those complaints or charges will be heard in open or closed session. It is therefore the desire of the Sausalito Marin City School District that complaints against an employee be put in writing, and that when the Board hears complaints or charges against an employee it do so in closed session unless the employee requests an open session. Consistent with the law and the opinion of the State Attorney General's Office, please submit any complaints against an employee in writing, to the administration, in accordance with the district's complaint procedure. This procedure is designed to allow the District to address complaints against employees while at the same time respecting their legitimate privacy rights and expectations.

4. **CORRESPONDENCE**
 - 4.01 District Staff Petition
5. **PUBLIC HEARING**
 - 5.01 Public Hearing on Willow Creek Academy's Charter Renewal Petition
6. **CLOSED SESSION – AGENDA**
 - 6.01 With respect to every item of business to be discussed in Closed Session pursuant to GC Section 3549.1(a): **Collective Bargaining Session – California School Employees' Association**
 - 6.02 With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: **Public Employment – Certificated Employee**
 - 6.03 With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: **Public Employment - Discipline/Dismissal/Release – Certificated Employees**
 - 6.04 With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: **Public Employment – Interim Superintendent**

Entire board packet on www.smcsd.org/School Board/Meeting Agendas and Minutes

7. RECONVENE TO OPEN SESSION

7.01 Report out of Closed Session

7.02 Consider Approval of the Memoranda of Understanding with the California School Employees' Association

7.03 Personnel Action Report

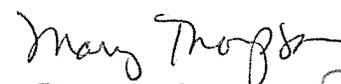
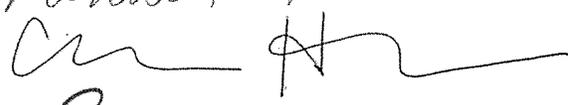
7.04 Consideration of Interim Superintendent Candidates and Potential Action to Employ/Contract for an Interim Superintendent - Discussion/Action

8. ADJOURNMENT

May 21, 2018

Sausalito Marin City School Board Members:

We, the undersigned staff members at Bayside Martin Luther King, Jr. Academy, strongly urge you to maintain consistent leadership during what will be the interim time between Superintendent McCoy's departure and the hiring of a permanent superintendent. The consistent leadership that Terena Mares can provide during this time will enable us to continue the necessary and intricate planning that is currently in process for beginning the 2018-19 school year. We ask you to recognize the amount of change Bayside MLK students and our staff have endured in recent years. Allow us the opportunity to move forward during this interim period with a leader who is able to step in and continue knowledgeably the work that is in process. Our students will be better served as you then move forward with the search for a permanent superintendent.

- Ellen Franz 
- Lauren Bunting 
- Louis Edney 
- Jeff McNaughton 
- Jennifer Puckett 
- Frances Nelson 
- Allister MacBilmary-Lehner 
- Mary Thompson 
- Jennifer Banks 
- Annette V. Clarke 
- Julianne Edmondson 
- Richard Friedman 
- Claire Hartly 
- Scott Haddad 

May 21, 2018

Sausalito Marin City School Board Members:

We, the undersigned staff members at Bayside Martin Luther King, Jr. Academy, strongly urge you to maintain consistent leadership during what will be the interim time between Superintendent McCoy's departure and the hiring of a permanent superintendent. The consistent leadership that Terena Mares can provide during this time will enable us to continue the necessary and intricate planning that is currently in process for beginning the 2018-19 school year. We ask you to recognize the amount of change Bayside MLK students and our staff have endured in recent years. Allow us the opportunity to move forward during this interim period with a leader who is able to step in and continue knowledgeably the work that is in process. Our students will be better served as you then move forward with the search for a permanent superintendent.

- ~~Julius Holtzclaw~~
- Trelis Condra
- Menach Puce
- R Sage Beale
- LaDonna Jones
- Lawana Cook
- Kylan Harvey
- Quinntesha Simpson
- Jonnette Newton
- Shakona Bowie
- Anita Fowler
-
-
-

- Julius Holtzclaw
- TRELIS CONDRÁ
- Menach Puce
- Sage Beale
- LaDonna Jones
- Lawana Cook
- Kylan Harvey
- Quinntesha Simpson
- Anita Fowler
- Shakona Bowie
- Anita Fowler



Willow Creek Academy Charter Renewal Petition

**Submitted To
Sausalito Marin City School District**

May 3, 2018

For the term July 1, 2019 through June 30, 2024

Table of Contents

AFFIRMATIONS/ASSURANCES 4

Part 1: Introduction 7

 Mission 7

 Board of Directors/ Administrators..... 8

 Consultants 8

 Accomplishments of the Previous Charter Term (2009-2013)..... 8

Part 2: Why Willow Creek’s Charter Should be Renewed10

 Charter Renewal Criteria..... 10

 Documentation that Willow Creek Meets the Renewal Criteria..... 10

Part 3: Vision in Practice: School Program and Operations.....17

 A. Educational Program 17

 Whom the School is Attempting to Educate 17

 Preparing Willow Creek Students for the 21st Century 18

 Methods of Instruction – How Learning Best Occurs..... 20

 Annual Goals and Actions to Achieve the State Priorities..... 24

 B. Measurable Pupil Outcomes 33

 Outcomes Aligned to the State Priorities..... 35

 C. Methods to Assess Pupil Progress towards Meeting Outcomes 42

 Local Control Accountability Plan (“LCAP”) 43

 D. Governance Structure of the School 43

 E. Employee Qualifications 44

 Teachers 44

 Instructional Support Staff 45

 Top Administrative Staff..... 45

 Professional Development 45

 F. Health and Safety Procedures 48

 Procedures for Background Checks..... 48

 Role of Staff as Mandated Child Abuse Reporters 48

 TB Testing 48

 Immunizations..... 48

 Medication in School..... 49

 Vision, Hearing, and Scoliosis 49

 Diabetes 49

 Suicide Prevention..... 49

 Emergency Preparedness..... 49

 Blood borne Pathogens 49

 Drug Free/Alcohol Free/Smoke Free Environment 49

Facility Safety	50
Comprehensive Discrimination and Harassment Policies and Procedures	50
G. Means to Achieve Racial/Ethnic Balance Reflective of District.....	51
H. Admission Requirements	52
I. Financial Audit.....	53
Performance Reports	53
J. Pupil Suspension and Expulsion	55
Grounds for Suspension and Expulsion of Students.....	56
Suspension Procedure.....	63
Authority to Expel	65
Expulsion Procedures	65
Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses	65
Record of Hearing.....	67
Presentation of Evidence	67
Written Notice to Expel.....	67
Disciplinary Records	68
No Right to Appeal	68
Expelled Pupils/Alternative Education	68
Rehabilitation Plans.....	68
Readmission	68
Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities	68
K. Retirement System	72
L. Attendance Alternatives	73
M. Description of Employee Return Rights	74
N. Dispute Resolution Process, Oversight, Reporting, and Renewal.....	75
Intent.....	75
Public Comments	75
Disputes Arising from within Willow Creek Academy	75
Disputes between Willow Creek Academy and the Sausalito Marin City School District	75
Oversight and Revocation	76
O. Labor Relations.....	77
P. Closure Procedures	78
Q. Miscellaneous Clauses	80
Budgets and Financial Reporting.....	80
Insurance	80
Administrative Services	81
Facilities.....	81

Potential Liability Impact on District	82
Term	82
Material Revisions	83
Severability	83
Communications	83
Participation in the National School Lunch/Breakfast Program	83
Memorandum of Understanding (MOU)	83
Permissive Charter	84
EXHIBITS.....	85
Exhibit A: List of Willow Creek Academy Directors and Administrators.....	85
Exhibit B: Charter Renewal Consultants.....	88
Exhibit C: Scope and Sequence.....	90
Exhibit D: Operational Budget.....	120
Exhibit E: Audited Financial Statements.....	121
Exhibit F: Bylaws of Willow Creek Academy.....	145
Exhibit G: Willow Creek Academy Conflict of Interest Code.....	161
Exhibit H: Student Achievement Data.....	165
Exhibit I: Willow Creek Academy 2017-18 LCAP.....	170

WILLOW CREEK ACADEMY CHARTER

AFFIRMATIONS AND DECLARATION

As the authorized petitioners, we, the Board Members of Willow Creek Academy and Applicants for renewal, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Willow Creek Academy (“Willow Creek”), located within the boundaries of the Sausalito Marin City School District (“SMCSD” or the “District”) is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded renewal of the charter, Willow Creek Academy will follow any and all federal, state, and local laws and regulations that apply to Willow Creek Academy, including but not limited to:

- Willow Creek shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Willow Creek Academy declares that it shall be deemed the exclusive public school employer of the employees of the school for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- Willow Creek Academy shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Willow Creek Academy shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Willow Creek Academy shall admit all students who wish to attend the the school, unless Willow Creek Academy receives a greater number of applications than there are spaces for students, in which case it will hold a public random lottery to determine admission. Except as required by Education Code Section 47605(d)(2), admission to Willow Creek Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Willow Creek Academy in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- Willow Creek Academy shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- Willow Creek Academy shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- Willow Creek Academy shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Willow Creek Academy shall ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- Willow Creek Academy shall at all times maintain all necessary and appropriate insurance coverage.
- Willow Creek Academy shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves Willow Creek Academy without graduating or completing the school year for any reason, the school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to Willow Creek Academy within 30 days if the school demonstrates that the pupil had been enrolled in Willow Creek Academy. [Ref. Education Code Section 47605(d)(3)]
- Willow Creek Academy may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, Willow Creek Academy. [Ref. Education Code Section 47605(n)]
- Willow Creek Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Willow Creek Academy shall on a regular basis consult with its parents and teachers regarding Willow Creek Academy's education programs. [Ref. Education Code Section 47605(c)]
- Willow Creek Academy shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Willow Creek Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- Willow Creek Academy shall comply with all applicable portions of the Every Student Succeeds Act ("ESSA").

- Willow Creek Academy shall comply with the Public Records Act.
- Willow Creek Academy shall comply with the Ralph M. Brown Act.
- Willow Creek Academy shall comply with all conflicts of interest laws applicable to the District Board of Education.
- Willow Creek Academy shall comply with the Family Educational Rights and Privacy Act.
- Willow Creek Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

DocuSigned by:
Kurt Weinsheimer
00A50739C703440

5/3/2018

Kurt Weinsheimer, Board President, Lead Petitioner for Renewal Date
636 Nevada Street
Sausalito, California 94965
(415) 331-7530

Part 1: Introduction

Founded by a group of dedicated parents and community members, Willow Creek Academy, a public charter school, received its first charter authorization from the Sausalito Marin City School District in the spring of 2001 and opened its doors in September 2001. Three years later, the Charter was renewed for five years. Our second renewal was approved in 2009, and our third renewal was approved in 2014. This charter seeks our third renewal for a charter term beginning July 1, 2019, through and including June 30, 2024.

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, an opportunity to actively participate in their children's education.

Starting with 37 students in grades kindergarten through fourth grade in September 2001, Willow Creek grew steadily through the years, to a population of 410 students in grades kindergarten through eight by 2017-18. The first eighth grade class graduated in June 2006.

Several features distinguish Willow Creek from a traditional school district experience:

- Parent involvement is central to our school culture. Families are strongly encouraged, but not required, to contribute to our school community by volunteering at Willow Creek Academy. This support can be manifest in a variety of ways from working in the classroom to driving on field trips to assisting at fund raising events.
- Willow Creek has a diverse student body. There is no significant majority of any specific racial or socio-economic subgroup. As a result, students of a variety of backgrounds and beliefs learn to work together and support each other.
- 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 Petaluma and Vallejo because parents found the school to be a good fit for their child.
- As a small school, parents, students and staff have a strong voice in the direction the school will follow. Working with the Willow Creek Board of Directors (in addition to being a public school, Willow Creek is also a 501(c)(3) non-profit organization), parents and staff, and sometimes students, are able to shape the school in the image that the community desires. Rarely does one have this opportunity in public education.

Mission

Willow Creek Academy is a public charter school serving kindergarten through eighth grade students. The school embraces, celebrates and welcomes a diverse school community. Willow Creek is committed to:

- Developing students who are self-motivated, competent, self-disciplined and socially responsible lifelong learners.

- Partnering staff, students, parents and community to create a unique, challenging and individualized learning environment with high academic standards and expectations.
- Applying academic learning to meaningful real-life activities and situations through project-oriented programs.
- Providing advanced opportunities in science, technology, environmental education and arts programs that foster independent, critical, collaborative, reflective and creative thinking.
- Respecting diversity and whole child development – cognitive, emotional, social and physical.

Board of Directors/ Administrators

Attached, as Exhibit A, please find a list and description of the education, work experience, credentials, degrees and certifications of the Willow Creek Academy Board of Directors and administrators.

Consultants

Attached, as Exhibit B, please find a list of consultants whom Willow Creek Academy has engaged in the development of this renewal charter, operation and evaluation of the school along with a thorough description of the qualification of such consultants.

Accomplishments of the Previous Charter Term (2014-19)

- Increased number of students from 322 to 410 while maintaining our three school divisions: Lower Elementary (K-2); Upper Elementary (3-5); and Middle School (6-8).
- Developed a Local Control and Accountability Plan keyed to our Vision and Mission, as well as to the 8 state priorities.
- Implemented Northwest Evaluation Association’s Measures of Academic Progress benchmark assessments, which are given three times each year.
- Hired a Literacy Specialist and a Math Specialist to focus on improving our academic programs for students by coaching teachers in pedagogy and data analysis.
- Created the new position of Primary Intervention Specialist to provide targeted support and family outreach for students in grades K, 1, and 2.
- Partnered with Bay Area Community Resources to bring two full-time Counselors to the school to meet our students’ varied social-emotional needs.
- Maintained our afterschool programs: Afterschool Enrichment Program and Afterschool Explorers. Both programs are free for low-income families.

- Developed a school-wide Scope and Sequence to ensure vertical alignment as we teach the Common Core State Standards.
- Adopted Lucy Calkins Readers and Writers Workshop Units of Study curriculum.
- Adopted Pearson Investigations curriculum (K-5) and College Prep Math curriculum (6-8).
- Developed relationship with Tamalpais High School to support our students' transition to high school, including a long-term language arts collaboration between our 8th graders and the Tam journalism team.
- Took a leadership role in the Marin City Math Challenge to ensure high school readiness in mathematics.
- Supported a cohort of teachers pursuing advanced certification through the National Board for Professional Teaching Standards.
- Fully developed a behavior support program implemented by three full-time Student Support Specialists using the Restorative Justice model.
- Engaged all classrooms in the Responsive Classroom model, combining our academic curriculum with a research-based social-emotional curriculum.
- Developed a K-8 music program for all classes.
- Implemented a middle school Spanish program that articulates to the program at Tamalpais High School.
- Implemented a monthly Civil Rights Film and Lecture Series for middle school students.
- Developed our Parent Council into an active forum for family empowerment and education on topics including the Local Control and Accountability Plan, social-emotional learning, project-based learning, and curriculum.
- Achieved certification as a Common Sense Media Certified School by meeting standards for media literacy and education.
- Offered Boys and Girls Leadership groups through a partnership with the Marin City Health and Wellness Center.
- Established a relationship with Outward Bound to offer outdoor education and team-building excursions to all students in grades 6-8.
- Created a middle school science lab using a grant from the State of California Fish and Wildlife Commission.

Part 2: Why Willow Creek’s Charter Should be Renewed

Charter Renewal Criteria

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that Willow Creek Academy meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(1)-(4) (Also see Exhibit H, CDE DataQuest/CAASPP Reports).

Due to the State Board of Education’s suspension of API in 2014, Assembly Bill 484 authorized three alternatives to meet legislative and/or programmatic requirements:

- (1) The most recent API calculation.
- (2) An average of the three most recent API calculations.
- (3) Alternative measures that show an increase in student achievement for all groups of students schoolwide and among significant student subgroups.

Willow Creek Academy meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

Documentation that Willow Creek Meets the Renewal Criteria: API Growth

The following shall serve as documentation confirming that Willow Creek Academy meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(1)-(3):

- Willow Creek Academy met its API growth target in two of the last three years of API implementation, both schoolwide and for all groups of pupils served by the school.
- Willow Creek Academy achieved a statewide API rank of 7 or higher in the last four years of API implementation, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- Willow Creek Academy achieved a similar schools API rank of 9 or higher in the last four years of API implementation, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

2009-2013 API Scores					
Year	Statewide Rank	Similar Schools Rank	API Growth Score	API Growth Target (Actual Growth)	Met Schoolwide Growth Target?
2009-2010	8	10	882	A (+26)	Yes
2010-2011	9	10	889	A (+7)	Yes
2011-2012	9	10	859	A (-30)	Yes
2012-2013	7	9	795	A (-62)	No

“A” means the school or Student Groups scored at or above the statewide performance target of 800 in 2010-2013.

(Source: CDE DataQuest, accessed April 20, 2018.)

Willow Creek Academy’s 2011 and 2012 API growth scores of 889 and 859, as well as its weighted 3-year average API, exceed the statewide performance target of 800. Education Code Section 52052(a)(3)(A) defines a “numerically significant subgroup” as a subgroup of 30 or more pupils. Each of Willow Creek Academy’s numerically significant subgroups exceeded the statewide performance target of 800 in 2011, 2012, and 2013. Therefore, Willow Creek Academy met the criteria for reauthorization set forth in Education Code Section 47605(b)(1)-(3).

Willow Creek Academy, 3-year Average API Scores

Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	136	889	161	859	176	795	848	844
Black or African American	24	781	33	794	35	670	748	743
American Indian or Alaska Native	1		1		0			
Asian	11	938	12	900	19	728	855	832
Filipino	0		0		0			
Hispanic or Latino	51	870	60	828	64	777	825	822
Native Hawaiian or Pacific Islander	0		0		2			
White	30	951	47	936	43	946	944	943
Two or More Races	10		7		13	797		
Socioeconomically Disadvantaged	80	851	94	842	122	745	813	804
English Learners	33	849	46	834	52	761	815	809
Students with Disabilities	10		14	695	21	537		

(Source: California Department of Education Analysis, Measurement, and Accountability Reporting Division, Academic Accountability Unit, accessed March 12, 2018.)

Willow Creek Academy’s numerically significant student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3), which states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” *EC § 47607(a)(3)(B)*) as the most important factor in determining whether to grant a charter renewal.”

By exceeding its growth targets in all significant student subgroups in the last three years of API implementation, Willow Creek Academy should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a).

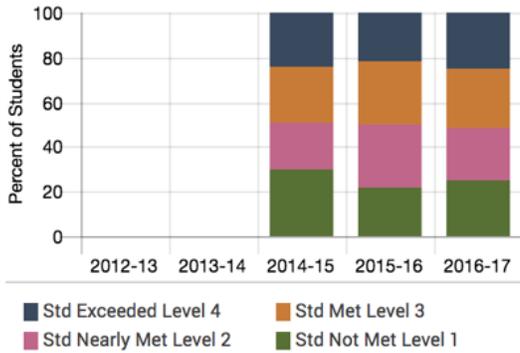
Documentation that Willow Creek Meets the Renewal Criteria: Alternative Measures

Since the California Assessment of Student Performance and Progress (“CAASPP”) was implemented in 2014-15, the percentage of students meeting or exceeding standard in English Language Arts and Mathematics has increased overall for all numerically significant subgroups searchable on EdData.

CAASPP English Language Arts/Literacy Results

Willow Creek Academy
CDS Code 21-65474-6118491

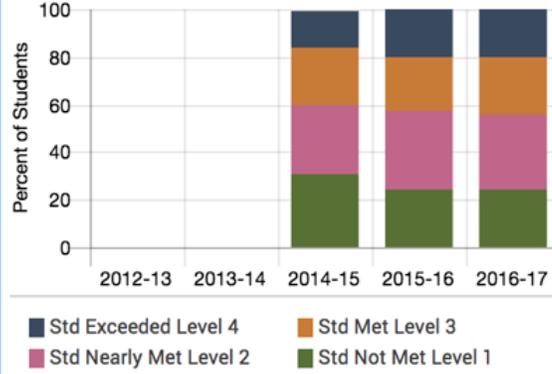
View by student group



CAASPP Mathematics Results

Willow Creek Academy
CDS Code 21-65474-6118491

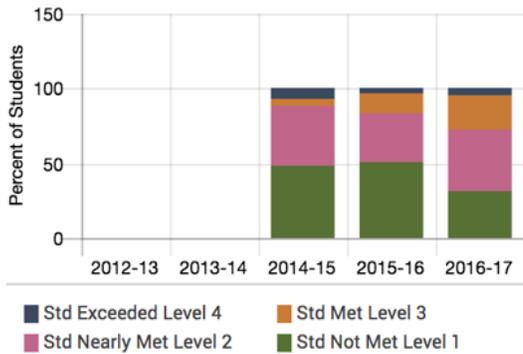
View by student group



CAASPP ELA/Literacy Results for English Learners

Willow Creek Academy
CDS Code 21-65474-6118491

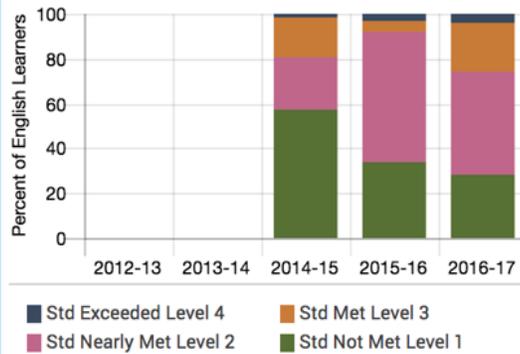
Select options

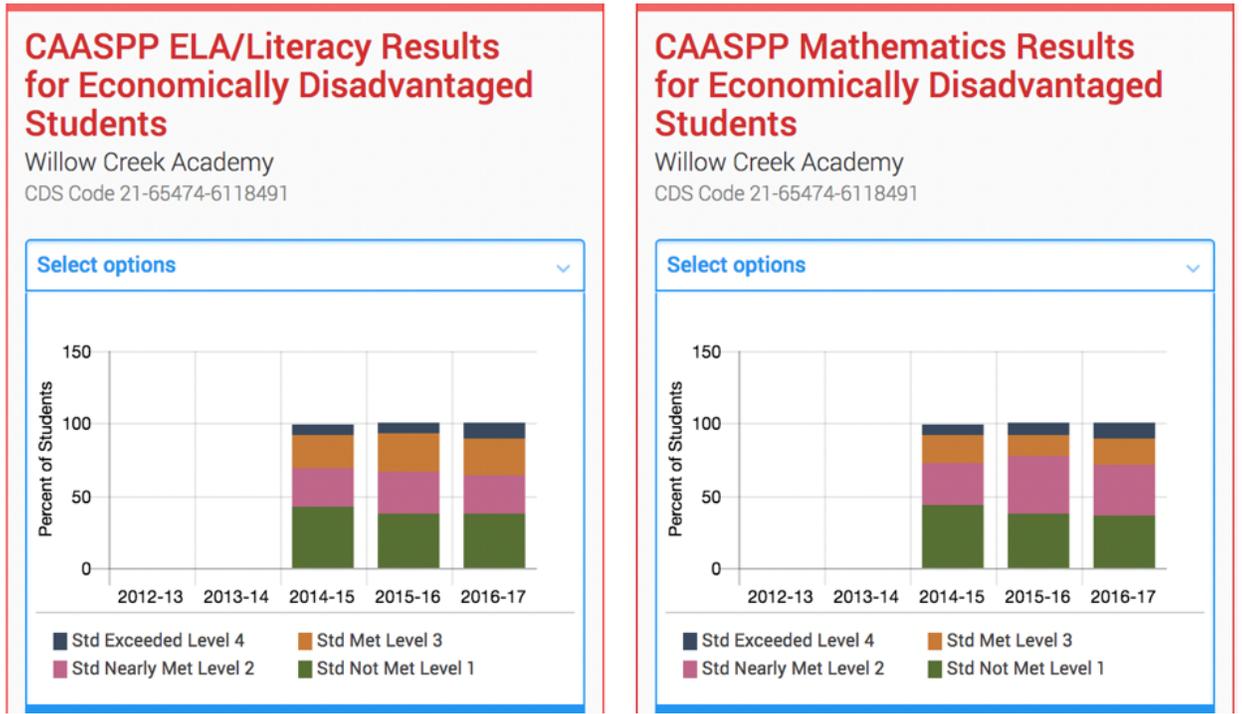


CAASPP Mathematics Results for English Learners

Willow Creek Academy
CDS Code 21-65474-6118491

Select options



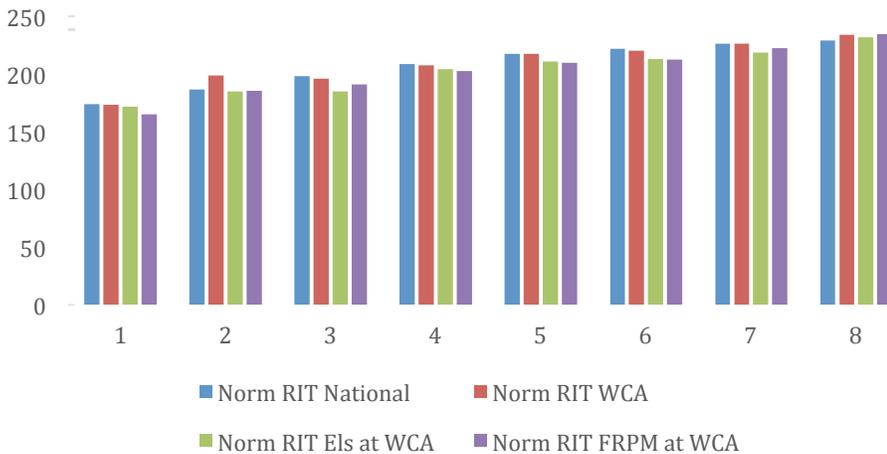


(Source: EdData, accessed March 12, 2018.)

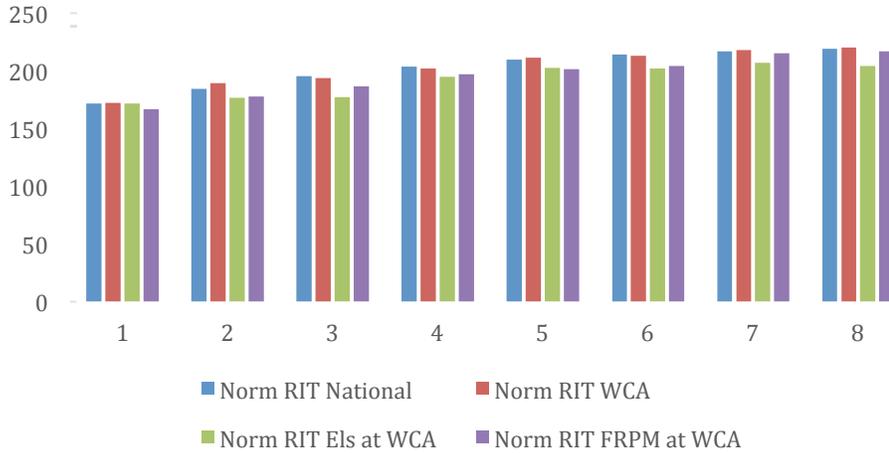
Documentation that Willow Creek Meets the Renewal Criteria: Alternative Measures (MAP)

CDE guidance also allows a Charter School to use alternative measures that show an increase in student achievement for all groups of students schoolwide and among significant student subgroups. Willow Creek Academy implemented the nationally-normed Measures of Academic Progress (“MAP”) benchmark assessment in 2014. Willow Creek Academy’s MAP assessment data track closely with national achievement norms.

MAP Mathematics Winter 2017-18



MAP Reading Winter 2017-18



Improving achievement outcomes for our historically underserved subgroups is core to Willow Creek Academy's mission. Disaggregated MAP growth data show that low-income students and English Learners are making strong growth as we work to close the achievement gap. Without exception, our low-income students and our English Learners made gains in both Reading and Math from Winter, 2017 to Winter, 2018.

English Learner Growth Math



Low-income Student Growth Math



English Learner Growth Reading



Low-income Student Growth Reading



Part 3: Vision in Practice: School Program and Operations

A. Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” –Education Code Section 47605(b)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” –Education Code Section 47605(b)(5)(A)(ii).

Whom the School Seeks to Educate

At present a growing number of K-8 students living in the Sausalito Marin City School District attend schools, whether public or private, in our district. Willow Creek Academy was created because the community felt it was important for our students and their families to participate in their education within the boundaries of our own community. We feel that building a strong public school identity is important to the culture of our community, and we are working together to provide a challenging and inviting public school alternative for K-8 students.

Willow Creek currently serves approximately 410 students in grades K-8. The current student demographics are represented in the following table:

Willow Creek Academy Student Demographics 2017-2018		
	Enrollment	% of Enrollment
American Indian/Alaskan Native	0	0%
Asian	39	9%
Pacific Islander/Hawaiian	0	0%
Filipino	0	0%
Hispanic or Latino	115	28%
African American	43	10%
White	166	40%
Two or More Races (Multi.)	43	10%
English Learners	72	17%
Socioeconomically Disadvantaged	163	40%
Students with Disabilities	41	10%

Source: California Department of Education (CALPADS), accessed March 12, 2018.

In addition, Willow Creek Academy is linguistically diverse. The current student home languages are represented in the following table:

Profile of English Learners 2017-2018		
	Enrollment	% of Els
Spanish	42	58%
Gujarati	5	7%
Vietnamese	1	1%
Japanese	1	1%
Urdu	2	3%
French	2	3%
Portuguese	1	1%
Italian	1	1%
Fillipino	1	1%
Arabic	2	3%
Khmer (Cambodian)	1	1%
Armenian	1	1%
Punjabi	1	1%
Hindi	1	1%
Russian	6	8%
Other	4	6%
Total	72	97%

Source: California Department of Education (CALPADS), accessed March 12, 2018.

Preparing Willow Creek Students for the 21st Century

In addition to the goals listed in our Mission Statement described in the beginning of this document, Willow Creek Academy's 8th grade graduates will have the following skills and talents:

- The ability to bring a variety of strategies to solve challenges and issues as they arise;
- Comfort in applying learned skills and content to effectively handle situations as they arise;
- Sensitivity to the natural and made world in which they live and work;
- Compassion for other living beings, animal and human, manifested in doing no harm.

In order to support the integration of the above qualities, we continually encourage the development of an insatiable curiosity in our students. We are aware that we are in the midst of an explosion of information dissemination, and the continuing refinement of technology will continue to support the growth of communication of every sort. Rapid entry into the information age requires world citizens who can thoughtfully and carefully develop responses to the variety of situations they will face. These decisions may be as individual as what personal field of study to pursue or as global as determining how a national financial decision relates to the world economy.

None of us can hope to master more than a small fraction of this growing body of knowledge. However, giving young minds a thirst and appreciation for the vastness of this knowledge and nurturing a healthy curiosity is essential in the process of growing the next generation of well-educated and well-rounded individuals.

The following elements are integral to our approach to creating a 21st Century school and exemplary learning environment.

Curriculum & Instruction

- **Curriculum and Instructional Methods.** Willow Creek Academy offers a rigorous and challenging academic program, emphasizing developmentally appropriate, inquiry driven, project-oriented instruction. The academic program is organized in a manner designed to encourage the development of higher order thinking skills. The curriculum integrates the “core” disciplines of language arts, mathematics, history/social studies and science through the use of environmental studies and the arts.
- **Environmental and Ecological Focus.** Willow Creek Academy emphasizes environmental education throughout its curriculum. Environmental education provides a framework for interdisciplinary, collaborative, student-centered, hands-on engaged learning which supports the academic goals of Willow Creek. Using environmental education as a basis, students are becoming stewards of both their manmade and natural environments.
- **Physical Education.** In order to develop and maintain healthy bodies, students are presented with physical education which emphasizes healthy competition, teamwork and individual skill development. Nutrition and other healthy lifestyle components are included through work in the school garden.
- **The Arts.** The arts are used to integrate traditional academic studies and also to help students appreciate, interpret, experience, create and/or perform artistic work.

Expectations of Students

- **Academic Excellence.** Students are expected to demonstrate progressive mastery of academic subject matter and the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), remaining State Content Standards, and English Language Development Standards (“ELD”) (collectively referred to herein as “State Standards”). 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.
- **Lifelong 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 is designed to encourage 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 will have learned to work effectively in large and small groups as well as independently on behalf of themselves, their families and the larger world.

Family and Community Engagement

- **Family Engagement.** Families are encouraged, but not required, to make certain commitments that support student success: that their child is school ready every day; that the parent will be actively involved with the student, fostering good study skills, reading habits, completing homework

assignments on time and monitoring the student's academic progress; that the parents or guardians attend scheduled parent/teacher conferences; and that the parents or guardians authorize assessments as may be requested by the school to diagnose their child's academic and/or social competencies or deficiencies. While none of these activities are required, research overwhelmingly demonstrates the positive effective of parent involvement in a child's education.

- **Community Responsibility.** Willow Creek students participate in the larger Bay Area community, taking advantage of both institutions (The Bay Model, Marine Mammal Center) and individuals (poets, writers, artists). As a result of the interaction with the community beyond the school campus, students are expected to create service learning projects which enhance both their learning and their contribution to the larger community.

Methods of Instruction – How Learning Best Occurs

Willow Creek Academy provides a rigorous, inquiry-driven, project-based learning environment. The core curriculum emphasizes educational experiences that prepare students to meet or exceed State Standards. The school community is organized into three divisions: Lower Elementary (K-2); Upper Elementary (3-5); and Middle School (6-8) to allow for age and developmentally appropriate curriculum and instruction. Willow Creek Academy students are taught and encouraged to identify what needs to be known, assisted in locating needed information and skills and then taught how to take action or make decisions beneficial to themselves and society. The Willow Creek community is organized and designed to encourage students to be active participants in their own education, resulting in well educated, thoughtful and responsible community citizens.

A variety of academic, co-curricular, and extra-curricular program components are available for Willow Creek Academy students. Briefly listed below, the components are discussed in greater detail further in the narrative.

- School-wide expectations of academic excellence for all students and staff
- Home-school partnerships and communication
- Community-school partnerships (e.g. The Bay Model, The Sausalito Woman's Club, Bridge the Gap College Prep, The Marin City Health and Wellness Center, Outward Bound, Wild Care, Southern Marin Fire Department)
- Ecological and environmental awareness
- Arts education to include fine arts, music, and more
- Leadership and personal self-esteem skills building
- Physical education experiences designed to develop and maintain a healthy body
- After school programming to support enrichment, recreation and remediation

All students are nurtured and challenged to grow socially and emotionally through individual and team-building activities, positive role modeling from school staff, close school-family partnerships, and academic rigor. Activities promote the development of social skills, emotional growth, and physical coordination as well as cognitive preparation for future intellectual and academic endeavors.

Willow Creek Academy offers a variety of instructional methodologies rooted in research and practical experience. Traditional core curriculum instruction in reading, writing, language, and math is adapted to a project-oriented classroom. The classroom environment provides a carefully planned, stimulating setting to

foster developmentally appropriate, creative and cooperative learning. Teachers and administration work within a sequentially organized curriculum to provide as individualized a program as possible. Common Core State Standards are embedded in content and presented in a variety of ways, often with an interdisciplinary approach.

At all times, instruction is delivered with an awareness of, and sensitivity to, the multi-cultural environment of Willow Creek.

Philosophy, Theory and Research Base for our Vision

Turn of the 20th century research discovered that the natural curiosity in young children could be the beginning and the center of an education that effectively explores, reveals, and develops their true capacities. John Dewey and Horace Mann both recognized the potential in young children to actively participate in their own learning. Later researchers such as Piaget, Bloom and Bruner built on this developmental approach to encourage the expansion of critical thinking skills through a spiraling approach to curriculum. Such current concepts as individualized learning and readiness programs, manipulative learning, peer tutoring, team teaching, and open classrooms reflect successful programs based on educational research. Several observations of human development form the basis of many successful school programs: 1.) human development does not occur in a steady linear ascent but in a series of formative planes; 2.) human development occurs through the predictable interaction of the internal and external environments; 3.) and that this interaction with the environment is often most productive for a child's development when it is self-chosen and founded on individual interest.

Goals of the Willow Creek Academy Classrooms

- **Enabling students to become self-motivated, competent, lifelong learners.**
- **Developing and maintaining a positive attitude toward school.** Many learning activities are organized in small groups to individualize learning as much as possible. Each student is encouraged to stretch his or her learning and to take intellectual risks in a safe, non-threatening environment. All successes, whether social, academic, physical or emotional are praised and honored.
- **Helping each student develop self-confidence.** In the classroom, tasks are designed so that each new step is built upon what the student has already mastered, thus removing the negative experience of frequent failure. A carefully planned series of successes in learning encourages the student to attempt new learning with enthusiasm and confidence.
- **Assisting each child to develop and employ effective study skills.** Effective learning presupposes the ability to listen carefully and to attend to what is said, demonstrated or experienced. Instructional experiences are designed to engage all learning styles (visual, aural, oral and kinetic) in order to assist students in discovering how they best concentrate and absorb information.
- **Fostering an abiding curiosity in each student.** In a rapidly changing society, preparation for life-long learning is important. Lasting curiosity has been shown to be a prerequisite for creative learning. By providing the child with opportunities to discover qualities, dimensions, and relationships among a rich variety of stimuli, curiosity is developed and sustained. Participants in the Willow Creek learning

community are constantly asking “Why,” “What If,” “I wonder where...”. Such use of critical thinking questions encourages adults and children to develop and strengthen their individual curiosity.

- **Encouraging habits of initiative and persistence.** Through a combination of appealing materials and intellectual challenges, students learn to structure their own learning and also to determine when an investigation or study has been completed. With the careful guidance of more experienced learners (be they older students, parents or teachers) Willow Creek children develop the ability to design and create academic projects and also to see them through to completion.
- **Supporting the need for inner security and sense of order in the child.** Through a well-ordered and rich classroom environment, a child's need for order and security is satisfied. All Willow Creek classrooms have developed dependable routines, rules, regulations and inter-personal guidelines.

Supplements to the Core Curriculum

In addition to the core curriculum, Willow Creek Academy students experience several learning areas to expand and enrich the school experience, including:

Environmental and Ecological Focus:

Using environmental studies as an integrating concept, emphasis is placed on individual actions and activities that encourage personal responsibility for the future of our planet Earth. On a local level, the school utilizes three garden spaces to enrich students’ experience with nature and the environment.

Leadership:

Students are encouraged to develop and demonstrate a healthy sense of self-esteem and confidence. Team-building, negotiating, and problem-solving skills are fostered in order to assist students to work effectively individually, and in group settings.

Included in Exhibit C is Willow Creek Academy’s Scope and Sequence, which illuminates the manner in which the State Standards are taught in vertical alignment from Kindergarten through eighth grade.

Instructional Materials

Willow Creek Academy provides core curriculum instruction that is aligned with the State Standards.

Examples of current instructional materials used in each of the core academic subjects follow:

English Language Arts:

Willow Creek Academy’s balanced literacy program is integrated within all four core subjects. Curriculum materials include but are not limited to:

- Phonics and spelling instruction with Words Their Way
- Leveled reading materials from Scholastic
- Lucy Calkins Readers and Writers Workshop Units of Study
- Handwriting Without Tears
- Primary source materials to support History/Social Studies and Science instruction
- Trade books such as *Charlotte’s Web*, *Island of the Blue Dolphin*, *The Outsiders*, and *To Kill a Mockingbird*

Designated ELD instruction is provided in small groups using the English Language Development curriculum by Benchmark Advance.

Our curricular materials align with the Common Core State Standards. The anchor standards are aligned throughout our school, adding context and complexity as the children develop over the years. This provides our teachers opportunities to have vertical alignment school-wide conversations, giving teachers a broader understanding of how the State Standards impact student learning across the grades.

Our curricular materials align with the Common Core State Standards' benchmarks, including the anchor standards. These anchor standards are aligned throughout our school, adding context and complexity as the children develop over the years. This also provides our teachers opportunities to have school-wide conversations about the same standard, giving our teachers a broader understanding of how the State Standards impact student learning across the grades.

Mathematics:

Mathematics is taught using two basic programs and is supplemented by both teacher-developed materials and program-related materials:

- Investigations in Number, Data and Space for the Common Core State Standards (grades K-5)
- College Preparatory Math. Note: this program was selected because it aligns with local high school math programs.

In addition to these two programs, manipulatives are used extensively throughout the program.

Our math curriculum incorporates the requirements of the Common Core State Standards. Our program includes the clusters and domains of the CCSS as ways to organize our program and help students master related topics. To support this work, we have a Math Specialist who supports all teachers in implementing curricula and analyzing data. The objective is to have all students engaged in standards-based teaching and learning that promotes true mathematical understanding.

Science:

Science at Willow Creek Academy is taught through inquiry driven instruction and aligns with NGSS. Concepts like scientific literacy and an understanding of investigation and research are learned through hands-on, project-based curriculum.

In middle school, students utilize compound microscopes and lab equipment (like beakers, dissection equipment, scales, and non-corrosive chemicals) to learn new perspectives, in addition, students gain a comfortability in utilizing science equipment. Grades 6-8 use *Glenco Sciences; Focus on Earth Science, Focus on Life Science, and Focus on Physical Science*. In addition to these textbooks, *Science*, as well as *Scholastic's Science World* are used to incorporate current events in science. Teachers utilize online resources from the California Academy of Sciences, NASA, NOAA, American Natural History Museum, National Geographic, Google Classroom, Newsela.com, and Study.com to encourage investigation and online literacy competency.

History/Social Studies:

Our classrooms are predominately project- and inquiry-based and are built around the State Standards for Social Studies as well as the CA Social Studies Framework. We encourage students to ask questions, develop and support arguments, conduct independent research, evaluate interpretations and evidence, and present findings in a cogent and persuasive manner.

All curriculum materials are teacher selected and are under constant review and assessment as to the value of these materials. Each year, teachers adjust the materials in consultation with each other, ensuring articulation from grade to grade.

Annual Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), a description of Willow Creek Academy's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, as well as resources allocated to the actions and services employed to meet these goals, can be found in Willow Creek Academy's LCAP (Exhibit I).

Serving Students Achieving Below/Above Grade Level

As a public school serving a diverse student body, our students' learning needs are widely varied. We strive to provide the strongest possible program for students who are performing at, below and above grade level. We have a particularly strong interest in accelerating the learning of our students performing below grade level.

Students achieving below grade level are provided with interventions as determined by a team including the teacher, parent, student, when appropriate, and Head of School. We evaluate student's current levels of achievement using a variety of data sources: CAASPP results, teacher observation, classroom assessments, literacy assessments (ex. Fountas and Pinnell), student work and, when appropriate, assessments to determine eligibility for special education services.

We offer an array of supports to students who are struggling. These include but are not limited to:

- Small group instruction with the Literacy Specialist and Primary Intervention Specialist
- Modified assignments
- Small group and 1-1 tutoring
- Partner with community-based organizations (ex. Bridge the Gap)

We also recognize that some students are performing above grade level and seek additional challenges. Students achieving above grade level are given additional opportunities for enrichment within their current program. Students may be considered for grade advancement/retention if necessary.

For some students to maximize their success, they require either an additional year at a grade level or can be considered for skipping a grade level. These decisions are rare and made by a team that includes teachers, administrators, parents and relevant service providers. The team considers academic performance, social-emotional development and other factors that impact learning. The team makes a decision together with the understanding that parents have the ultimate decision-making authority.

English Learners

Overview

Willow Creek Academy meets all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Willow Creek Academy implements policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents.

Identification – Home Language Survey

Willow Creek Academy administers the home language survey upon a student’s initial enrollment into the school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days

after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Willow Creek Academy will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Strategies for English Learner Instruction and Intervention

All of our core teachers are CLAD certified, ensuring that all students receive appropriate access to language and instruction, and additional teacher-leaders are certified in Guided Language Acquisition Design (GLAD). In addition, English Learners receive designated English Language Development instruction using the Benchmark ELD curriculum. As a result of hiring only CLAD certified educators in core subjects, teachers are skilled at employing techniques to meet the needs of English learners. Designated ELD is provided in small groups using the Benchmark ELD curriculum, and integrated ELD strategies can be seen in all classes, including techniques such as:

- Process grids
- Pictorial input charts
- Language stems
- Graphic organizers
- Readers theater
- Academic vocabulary word banks

The instructional design model used by Willow Creek places a heavy emphasis on differentiating instruction to meet the needs of English Learners based on their academic and language readiness. Teachers are trained on a variety of instructional strategies, in addition to GLAD and SDAIE strategies, to be used specifically with English Learners. These strategies include, but are not limited to the following techniques:

- **Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have Limited English Proficient pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. EL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

- **Language Experience Approach** (also known as Dictated Stories). This approach uses students' words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student's words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—especially important for culturally diverse students (Peterson, Caverly, Nicholson, O'Neal, & Cusenbary, 2000).
- **Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for EL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid's literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.
- **Academic Language Scaffolding**. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins's research into Cognitive Academic Language Proficiency (Chamot & O'Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. *(See Gibbons [2002] for specific scaffolding strategies.)*

In addition, designated ELD instruction is provided in small groups using the English Language Development curriculum by Benchmark Advance.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Monitoring and Evaluation of Program Effectiveness

Willow Creek Academy evaluates the effectiveness of its education program for ELs by:

- Adhering to Willow Creek Academy-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Serving Students with Disabilities

Overview

Willow Creek Academy complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

Willow Creek Academy is planning for being its own local educational agency (“LEA”) and, accordingly, will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). Willow Creek Academy shall consider membership in the El Dorado County Charter SELPA and Sonoma County Charter SELPA.

In the event Willow Creek Academy seeks membership in a different state-approved SELPA, Willow Creek Academy shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

In the event that Willow Creek Academy does not finalize LEA membership with a SELPA, it will follow the default position in the law and be categorized as a public school of the District for purposes of special education, in conformity with Education Code Section 47641(b). Should Willow Creek operate as a public school of the District for purposes of special education, the parties will negotiate services and funding for Willow Creek’s special education students.

Upon acceptance in a SELPA, Willow Creek Academy shall provide the District evidence of membership. Willow Creek Academy’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, Willow Creek Academy shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

Willow Creek Academy complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

Willow Creek Academy may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. Willow Creek Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Willow Creek Academy is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by Willow Creek Academy are accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Willow Creek Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Willow Creek Academy. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Assistant Head of School and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEA” as an LEA Member of a SELPA

Willow Creek Academy shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Willow Creek Academy shall provide services for special education students enrolled in Willow Creek Academy. Willow Creek Academy shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Willow Creek Academy agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at Willow Creek Academy shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

Willow Creek Academy shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Willow Creek Academy shall ensure that all special education staff hired or contracted by Willow Creek Academy is qualified pursuant to SELPA policies, as well as meet all legal requirements. Willow Creek Academy shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Willow Creek Academy shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Willow Creek Academy shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Willow Creek Academy shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. Willow Creek Academy shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Willow Creek Academy shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Willow Creek Academy shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Willow Creek Academy shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

Willow Creek Academy shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. Willow Creek Academy shall be responsible for having the following individuals in attendance at the IEP meetings: the Head of School and/or Willow Creek Academy designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at Willow Creek Academy and/or about the student. Willow Creek Academy shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Willow Creek Academy understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

Willow Creek Academy shall be responsible for all school site implementation of the IEP. As part of this responsibility, Willow Creek Academy shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for Willow Creek Academy's non-special education students. Willow Creek Academy shall also provide all home-school coordination and information exchange. Willow Creek Academy shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

Willow Creek Academy shall comply with Education Code Section 56325 with regard to students transferring into Willow Creek Academy within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Willow Creek Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, Willow Creek Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Willow Creek Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Willow Creek Academy from a district operated program under the same special education local plan area of Willow Creek Academy within the same academic year, Willow Creek Academy shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Willow Creek Academy agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to Willow Creek Academy with an IEP from outside of California during the same academic year, Willow Creek Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Willow Creek Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Willow Creek Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

Willow Creek Academy shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to Willow Creek Academy and no student shall be denied admission nor counseled out of Willow Creek Academy due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Willow Creek Academy shall adopt policies for responding to parental concerns or complaints related to special education services. Willow Creek Academy shall receive any concerns raised by parents/guardians regarding related services and rights.

Willow Creek Academy's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Willow Creek Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in Willow Creek Academy if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Willow Creek Academy shall defend the case.

SELPA Representation

Willow Creek Academy understands that it shall represent itself at all SELPA meetings.

Funding

Willow Creek Academy understands that it shall be subject to the allocation plan of the SELPA.

B. Measurable Pupil Outcomes

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." –Education Code Section 47605(b)(5)(B)

Willow Creek Academy's measurable pupil outcomes are articulated in its LCAP and summarized below. Each element includes actions and services related to progress monitoring, professional development, targeted intervention, and community engagement. Willow Creek Academy's LCAP goals related to measurable pupil outcomes are as follows:

1. The percentage of low-income and English Learner students meeting or exceeding standard in Math will rise by 4 points annually (average over the three-year plan).
2. The percentage of low-income and English Learner students meeting or exceeding standard in English Language Arts will rise by 4 points annually (average over the three-year plan).
3. The reclassification rate for English Learners to Redesignated Fluent English Proficient will meet or exceed .22.

4. The suspension rate for low-income students will maintain at below .05, per United States Dept. of Education guidelines.

Willow Creek Academy's measurable pupil outcomes are designed to measure the extent to which all pupils of the school have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Willow Creek Academy will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support that mission.

1. Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
2. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects.
3. Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.
4. Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.
5. Students will gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to English. Students will understand key aspects of the culture, both past and present, of the second language.
6. Students will be able to apply skills in critical thinking, technology use, decision making, problem solving, effective communication and imaginative thinking to both real world and hypothetical problems.
7. Students will demonstrate an understanding and appreciation for the arts, e.g., music, visual arts, drama, and dance through student-designed projects and exhibitions.
8. Students will develop and maintain healthy bodies.
9. Students will demonstrate development of lifelong learning skills through use of effective study skills, use of inquiry methods, and project completion combined with reflection and evaluation of their individual learning.
10. Students will become independent learners who have a mastery of the necessary tools or skills required to pursue knowledge, move confidently onward to their next stage of education, and participate effectively, creatively, and responsibly in a changing world.
11. Students will develop strong leadership and citizenship skills by planning and implementing projects in service learning to the school and greater community.

12. Students will develop a positive self-image and recognition of their own feelings, sensitivity and consideration of others, and awareness of their effects on others by participating in classroom meetings, conflict resolution training, and working together in cooperative groups with other students.

Outcomes Aligned to the State Priorities

<p>State Priority #1 (Basic Services—Conditions of Learning)</p> <p>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>
<p>Annual Goals to Achieve Priority #1</p> <p>Willow Creek Academy is committed to recruiting and retaining a well qualified staff, maintaining a high quality campus and utilizing the best curricular options available. We will focus on the following goals:</p> <ul style="list-style-type: none"> • All staff members and volunteers are properly credentialed (if required) and undergo a thorough background check. • All staff members have complete, accurate files. • Fully review our curriculum core subjects annually with an eye toward success across all student subgroups
<p>Actions to Achieve Annual Goals</p> <p>To achieve these goals, the charter school will maintain accurate staff files, maintain a Data Assistant to manage student files, implement curricular committees and Professional Learning Communities to evaluate curriculum and make recommendations, conduct a full curriculum review annually, fully implement the school’s facility plan, continue clear communication with SMCS D personnel to solve facility issues, and identify technology to provide individualized enrichment and remediation to our students, particularly our highest and lowest performing students (including subgroups and ELs).</p>
<p>Measurable Outcomes and Methods of Measurement</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • % of student and staff files fully complete • # of school committees focused on learning, assessment and instruction • % of minor facility requests remedied within one month • % of major facility requests remedied within three months • % of students with in-school access to a laptop or similar device <p>Methods of Measurement:</p> <ul style="list-style-type: none"> • File audits • List of school committees • Facility work order spreadsheet • Technology audit

State Priority #2 (State Standards—Conditions of Learning)

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

Annual Goals to Achieve Priority #2

Willow Creek Academy is fully aligned with the Common Core State Standards. CCSS’s emphasis on narrative writing, evidence-based argument, performance assessment and creative problem-solving have been deeply embedded in our program since the school’s beginning. We will continue our work on CCSS implementation with the following goals in mind:

- Teachers and administrators will be trained in CCSS content and alignment
- Teachers collaboratively “unpack” State Standards to improve vertical and horizontal alignment
- ELD standards are incorporated into staff development and curriculum mapping
- Designated ELD courses are provided to English Learners
- Assessments and grade reports are CCSS-aligned

Actions to Achieve Annual Goals

To achieve these goals, Willow Creek will identify CCSS training opportunities for teachers and administrators, implement ELA and Math PLCs to explore CCSS, outline how ELA Anchor Standards build across each grade, align report cards to CCSS, update curriculum maps to reflect CCSS and identify specific standards-based learning objectives for ELs. Math and Literacy Specialists will take leadership roles in ongoing monitoring and professional learning.

Measurable Outcomes and Methods of Measurement

Measurable Outcomes:

- # of professional trainings regarding CCSS attended by admin
- # of professional trainings regarding CCSS attended by teachers and staff
- # of committee and PLC meetings focused on CCSS implementation
- % of grades with CCSS-aligned report cards

Methods of Measurement:

- Staff survey
- Meeting agendas
- Report card samples
- Curriculum map audit

State Priority #3 (Parental Involvement)

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

Annual Goals to Achieve Priority #3

Willow Creek Academy has a long history of parental involvement. In fact, parents helped found the school in 2001. We have several structures in place for involving parents in our students’ success. Our goals include:

- Increasing participation in our Parent Council, particularly of our Marin City families and middle school families

- Find alternate solutions to student behavior issues that involve parent communication and student reflection
- Bring parents into classrooms as volunteers during the school day, during after school tutoring and other opportunities
- Bring families to campus to share questions and concerns directly with the Head of School

Actions to Achieve Annual Goals

To achieve these goals, Willow Creek Academy will implement a restorative justice program that opens up communication between the school and home about behavior issues, hold Back to School Nights for all grades, hold Family Math and Literacy Nights at school to help parents implement learning activities at home, encourage the Parent Council to meet in off campus locations.

Measurable Outcomes and Methods of Measurement

Measurable Outcomes:

- Δ student referrals
- Δ student suspensions
- % of families reporting that they feel connected to school community
- % of families reporting that they feel connected to what his happening in their children’s classrooms

Methods of Measurement:

- AERIES reports
- Family survey

State Priority #4 (Student Achievement)

Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments
- B. The California School Dashboard
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education (NA)
- D. Percentage of ELs who make progress toward English language proficiency as measured by the or ELPAC
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness (NA)

Annual Goals to Achieve Priority #4

As a K-8 charter school, Willow Creek Academy measures student achievement using the following: (A) statewide assessments, (B) the California School Dashboard, (D) the percentage of ELs who make progress toward English language proficiency as measured by the ELPAC, and (E) the EL reclassification rate.

English Learner Progress

Goal: Our reclassification rate will meet or exceed the state target of .22.

- In 2015-16, our reclassification rate in 2015-16 was .19.
- In 2016-17, our reclassification rate in 2016-17 was .24.

Mathematics

Goal: The percentage of low-income and EL students meeting or exceeding standard in Math will rise by 4 points annually.

- 23% of low-income students in grades 3-8 and 8% of ELs in grades 3-8 met or exceeded standard in Math on the 2016 CAASPP.
- 28% of low-income students in grades 3-8 and 26% of ELs in grades 3-8 met or exceeded standard in Math on the 2017 CAASPP.
- Another 36% of low-income students and 46% of ELs scored at the “standard nearly met” level in Math on the 2017 CAASPP.

English Language Arts

Goal: The percentage of low-income and EL students meeting or exceeding standard in English Language Arts will rise by 4 points annually.

- 35% of low-income students in grades 3-8 and 16% of English Learners in grades 3-8 scored at the proficient or advanced level in ELA on the 2016 CAASPP.
- 36% of low-income students in grades 3-8 and 27% of English Learners in grades 3-8 scored at the proficient or advanced level in ELA on the 2017 CAASPP.
- Another 26% of low-income students and 42% of ELs scored at the “standard nearly met” level in Math on the 2017 CAASPP.

Actions to Achieve Annual Goals

Willow Creek Academy has implemented a rigorous, standards-based curriculum at all grade levels. Staff have monitored achievement data and identified areas of need. In the 2012-13 school year, administration hired a literacy specialist and a math specialist who administer local assessments, guide teachers in examining data, coach teachers on best practices, and develop intervention programs for students experiencing challenges. In the 2016-17 school year, administration hired a primary intervention specialist to provide Tier 1 and 2 intervention to students in grades K-2. These resources have been maintained and are currently well-developed components of our professional development.

Measurable Outcomes and Methods of Measurement

Measurable Outcomes:

- Δ student achievement in Math and ELA across all subgroups
- Δ EL reclassification rate
- # of staff meetings dedicated to data analysis
- Δ API (when applicable)

Methods of Measurement:

- Benchmark assessments
- Classroom assessments (formative and summative)
- Meeting agendas
- Schoolwide Professional development plan

State Priority #5 (Student Engagement)

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates (NA)
- E. High school graduation rates (NA)

Annual Goals to Achieve Priority #5

As a K-8 charter school, Willow Creek Academy measures student engagement using the following: (A) school attendance rates, (B) chronic absenteeism rates, and (C) middle school dropout rates.

In 2016-17, our average daily attendance was 95 percent of enrollment. No students dropped out of the middle school. We have developed a robust Independent Study program for students who have planned absences of 5 days or more.

Goal: Maintain average daily attendance rate of 95 percent of enrollment and address chronic absenteeism using local and county resources.

Actions to Achieve Annual Goals

The Assistant Head of School or Teacher on Special Assignment will continue to monitor student attendance daily and to communicate regularly with families of students who have unexcused absences. Teachers will receive additional training in the administration of the Independent Study program. Staff will continue to collaborate with the Marin County Student Attendance Review Board to address chronic absenteeism.

Measurable Outcomes and Methods of Measurement

Measurable Outcomes:

- # of days when attendance is 95% or greater
- # of days when attendance is 90% or lower
- Average # of students arriving to school late
- # of students referred to SARB

Methods of Measurement:

- AERIES reports
- SARB reports

State Priority #6 (School Climate)

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals to Achieve Priority #6

Willow Creek Academy measures school climate using the following data: (A) pupil suspension rates, (B) pupil expulsion rates, and (C) our annual Family Survey administered by the School Site Council.

Goal: Our suspension rate for low-income students will maintain at .05, per U.S. Department of Education guidelines.

- In 2014-15, our suspension rate for low-income students was .05.
- In 2015-16, our suspension rate for low-income students was .08.
- In 2016-17, our suspension rate for low-income students was .05.
- In the period from 2013-14 to 2017-18, one student was expelled.

Family Survey data indicate our Restorative Practices program is a valuable component of social-emotional learning at Willow Creek.

Actions to Achieve Annual Goals

Staff will continue to utilize restorative practices and strategies as well as Student Study Teams (SSTs) to address the root causes of misbehavior. Three full-time Student Support Specialists administer our Restorative Practices program and leadership groups for upper school students. All teachers have received Responsive Classroom professional development, and administration will continue to monitor implementation of the program to build positive school culture. Teachers have reviewed discipline data, particularly the disproportionate discipline of low-income students and students of color.

Measurable Outcomes and Methods of Measurement

Measurable Outcomes:

- Δ student suspensions by subgroup
- # of students supported by Student Study Teams
- # of students supported by the Maya Angelou Center for Restorative Justice

Methods of Measurement:

- AERIES report
- Student Support Coordinator reports
- Meeting agendas

State Priority #7 (Course Access)

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

Annual Goals to Achieve Priority #7

Currently, all students—including FRPM-eligible students, English Learners, and foster youth, and homeless students—have access to a broad course of study, including English, mathematics, social studies, science, visual and performing arts, health, physical education, and music. In addition, students in grades 6-8 study Spanish language and culture. Where possible, teachers integrate the

liberal arts and sciences in project-based lessons keyed to grade-level standards. Students with exceptional needs receive push-in support, where possible, so that they can access the full curriculum. Head of School serves as liaison for homeless and foster youth and as liaison to the district special education program.

Goal: Continue to promote full access to a broad, project-based curriculum for all students. Develop world language program for upper school students.

Actions to Achieve Annual Goals

Head of School will provide instructional leadership to build and maintain each teacher’s capacity for designing high-quality, differentiated, project-based instruction aligned with grade-level standards. Administration Head of School will continue to partner with community-based organizations and social services agencies to identify and support low-income students, foster youth, and homeless students. Teachers will receive ongoing professional development in supporting English Learners in their self-contained classes.

Measurable Outcomes and Methods of Measurement

Measurable Outcomes:

- % of students engaged in full-time core subject study

Methods of Measurement:

- AERIES report
- Family survey

State Priority #8 (Other Student Outcomes)

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

Annual Goals to Achieve Priority #8

Even as our strategic subgroups make steady progress, an achievement gap exists between socio-economically disadvantaged students and non-socio-economically disadvantaged students, and between English Learners and non-English Learners. Goal: Build teacher capacity for differentiation, including culturally relevant pedagogy, to create full access to the curriculum for underperforming students.

Actions to Achieve Annual Goals

Under the guidance of the literacy and math specialists, Professional Learning Communities are reviewing classroom-level data, investigating professional development opportunities that address the achievement/opportunity gap, and reviewing benchmark assessments to measure pupil outcomes aligned with State Standards.

Measurable Outcomes and Methods of Measurement

Measurable Outcomes:

- Low-income student and English Learner achievement on MAP, CAASPP, and local assessments.

Methods of Measurement:

- Smarter Balanced Assessments
- Local assessment data
- Rubric examples

C. Methods to Assess Pupil Progress towards Meeting Outcomes

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” –Education Code Section 47605(b)(5)(C)

Willow Creek Academy shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

The State Board of Education has finalized its expectations and requirements around state testing, including the CAASPP and its connection to the Common Core State Standards, as well as the California Science Test (“CAST”). We also expect that the State Board of Education will re-examine its testing expectations in light of new social studies standards. We look forward to implementing these new and powerful assessment systems with the goal of using them to inform us of programmatic success, as well as individual progress, towards meeting the State Standards. We will incorporate this data as one tool in our assessment system and integrate this information with internal data to provide a more complete picture of student learning

In addition to the annual state-mandated testing of academic achievement, we use: **portfolio assessment, daily work journals, staff observation** documented with written observations by staff, **performance assessment, teacher created tests and quizzes, self-evaluation surveys, progress reports/report cards.** Overall satisfaction with the school program will be documented through the use of staff/parent/student questionnaires.

ASSESSMENT TOOL KEY

ST – Standardized Testing; PO – Portfolio Assessment; WJ – Daily Work Journals; PA – Performance Assessment; TCT – Teacher created tests and quizzes; SE – Self-Evaluation; PR – Progress Reports; RC-Report Card

KEY OUTCOMES	ASSESSMENT TOOL
1. Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.	ST, PO, WJ, TCT, PA, SE, PR, RC
2. Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects.	ST, PO, WJ, TCT, PA, SE, PR, RC
3. Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression.	ST, PO, WJ, TCT, PA, SE, PR, RC
4. Students will successfully utilize scientific research and	ST,PO, WJ, TCT, PA, SE, PR, RC

inquiry methods to understand and apply major concepts.	
5. Students will gain comprehensive proficiency in at least one language in addition to English. Students will understand key aspects of the culture, both past and present	ST, WJ, TCT PA, SE, PR, RC
6. Students will be able to apply multiple skills in critical and imaginative thinking, technology use, problem solving, decision making, and effective communication.	PO, WJ, TCT, PA, SE, PR, RC
7. Students will demonstrate an understanding and appreciation for the arts, e.g., music, visual arts, drama, and dance through projects and exhibitions.	PO, PA, SE, PR, RC
8. Students will develop and maintain healthy bodies.	PO, PA, SE, TCT, ST, RC
9. Students will demonstrate development of lifelong learning skills.	PO, WJ, PA, SE, PR, RC
10. Students will become independent learners who have a mastery of the necessary skills to pursue knowledge and participate responsibly in a changing world.	PO, WJ, TCT, PA, SE, PR, RC
11. Students will develop leadership and citizenship skills.	PO, WJ, RC, TNA, PA, SE, PR, RC
12. Students will develop a positive self-image and recognition of their own feelings and their effects on others.	PO, WJ, PA, SE, PR, RC

Willow Creek Academy affirms that its methods for measuring pupil outcomes for State Priorities, as described above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Local Control and Accountability Plan (“LCAP”)

Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, Willow Creek Academy will produce a Local Control and Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element I of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. Willow Creek Academy shall submit the LCAP to the District and the Marin County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. See Willow Creek Academy’s 2017-18 LCAP (Exhibit I).

D. Governance Structure of the School

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” –Education Code Section 47605(b)(5)(D)

Willow Creek Academy Charter School is a California Non-Profit Public Benefit Corporation operating pursuant to California law. The school is governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The governing board’s major roles and responsibilities include establishing and approving all major educational and operational

policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff. The current Board Members are listed in this charter. In accordance with the bylaws, members include a minimum of two parents of children who attend or have applied to attend the school. The bylaws state that the governing board may have a variable number of directors, with a minimum of five (5) directors and a maximum of fifteen (15) directors, which is established from time to time by corporate resolution of the Board. The Board complies with the Brown Act, the Political Reform Act, and Corporations Code conflicts of interest rules. The articles of incorporation, bylaws and conflicts code are attached as Exhibit C.

Willow Creek Academy parents have formed a Parent Council, which works in conjunction with the Head of School and the Board of Directors. The Parent Council has developed a system for organizing Room Parents to assist individual classes and a process for accounting for family volunteer hours. The school maintains a general liability and property, workers compensation, and board errors and omissions insurance policies.

The Head of School is responsible for the day-to-day operation of Willow Creek Academy. These duties include, but are not limited to, selection and supervision of staff, monitoring and assuring the correct application of this charter, maintaining a safe and healthy environment for students and staff, communicating with parents, placing students in appropriate educational settings, preparing the required and requested reports, and advising the board of directors. The Head of School supervises the employees of Willow Creek Academy, and completes the reports required by the state, the governing board, and this charter. The Head of School is actively involved with the instructional program, the counseling element, and with individual and groups of parents. The Assistant Head of School is the site administrator of the special education program, and serves on the team for IEPs.

Willow Creek Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

E. Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." - Education Code Section 47605(b)(5)(E)

Teachers

Willow Creek Academy will continue to retain or employ a teaching staff who hold appropriate California teaching certificates or permits issued by the California Commission on Teacher Credentialing in accordance with Education Code Section 47605(I). These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. In addition, the teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions.

The employment of qualified teachers will be in keeping with Education Code 47605(I), which states:

Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.... It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

Teachers working with ELs will possess the appropriate CLAD or equivalent certification within their multi-subject teaching credential and will have received SDAIE training prior to working with ELs. All credential/certification documentation will be maintained on file at Willow Creek Academy and shall be subject to periodic inspection by the District.

Instructional Support Staff

Willow Creek Academy may also employ or retain non-certificated instructional support staff in any case where a prospective support staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff are not required to hold credentials and may teach in any non-core subject. Instructional support staff will not assign grades or approve student work assignments without the approval of a credentialed teacher except in non-core courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the Willow Creek Academy staffing plan and adopted personnel policies.

Top Administrative Staff

The Head of School is responsible for the administration of the school in all aspects of its day-to-day operations. The Head of School works with the Board of Directors, the District, students, parents, and community members to ensure effective operations and implementation of the school's educational program. The Head of School shall have expertise in quality curriculum, non-traditional instruction, and administration. Further, the Head of School shall have extensive classroom experience and a respect for quality teachers. The Head of School shall be required to hold a baccalaureate degree (Master's degree or above preferred), and five or more years of administrative experience at a public or private school.

The Assistant Head of School is responsible for assisting the Head of School in the leadership, coordination, supervision, and management of school operations. The Assistant Head of School takes a leading role in student services matters, including discipline and the Student Study Team process, and serves as a liaison to Community Based Organizations and other partners. The Assistant Head of School shall be required to hold a baccalaureate degree (Master's degree or above preferred), and five or more years of teaching experience at a public or private school.

Professional Development

Willow Creek Academy understands that professional development is central to boosting academic achievement. Our teachers come to school two weeks before the start of class for intense professional development. Topics during these weeks can include:

- D. Review of Common Core State Standards in ELA and Math
- E. Aligning State Standards to curriculum
- F. Overview of school behavior management plan

- G. Roles and responsibilities of staff members
- H. Curriculum mapping
- I. Best practices for supporting EL students
- J. Mapping community resources
- K. Utilizing technology
- L. Analyzing performance data

During the school year we have Minimum Days every Wednesday. We use the time for further professional development, grade-level planning, data analysis and professional committee work. For the 2017-18 school year our Wednesdays have the following structure and themes:

Date	Meeting Topic(s)
August 23	Full Staff Meeting: First Day Debrief
August 30	Stand-up: Meet Parent Council! Family Meetings: MAP Orientation
September 6	Prepare for Back to School Night
September 13	Family Meetings: First Weeks Debrief
September 20	Full Staff Meeting: Preparing for Conferences
September 27	Deep Dive: Responsive Classroom
October 4	Deep Dive: Math
October 11	Deep Dive: Literacy
October 18	Visit Bridge the Gap--carpooling encouraged!
October 25	Arts Integration
November 1	Family Meetings: Professional Growth Goals and Reflection
November 8	Deep Dive: PBL
November 15	Report Card Prep
November 29	Deep Dive: Math
December 6	Deep Dive: Literacy
December 13	Deep Dive: GLAD
January 10	Deep Dive: PBL
January 17	Deep Dive: Multicultural Studies and Culturally Relevant Pedagogy
January 24	Deep Dive: Literacy K-3: Writers Workshop Check-in 4-8: Cornell Notes
January 31	Deep Dive: GLAD
February 7	Deep Dive: Writing Conventions
February 14	Full Staff: Self-care
February 28	Family Meetings: Professional Growth Goals and Reflection
March 7	Deep Dive: Intentional Talk
March 21	Deep Dive: PBL

March 28	K-6: Deep Dive: Literacy 7-8: EOY Planning
April 4	CAASPP Prep 3-8 Family Meeting K-2
April 18	CAASPP Prep 3-8 Family Meeting K-2
April 25	Family Meetings: Professional Growth Goals and Reflection
May 2	Deep Dive: Responsive Classroom
May 9	Grade Level Meetings: Make Classes for 2018-19

Professional Growth Groups include: English Language Development, Math, Science, Writers Workshop, Culture and Community, and Professional Credentials

F. Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.” - Education Code Section 47605(B)(5)(F)

In order to provide safety for all students and staff, Willow Creek Academy implements full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts.

The following is a summary of the health and safety policies of Willow Creek Academy:

Procedures for Background Checks

Employees and contractors of Willow Creek Academy are required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Willow Creek Academy shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Head of School shall monitor compliance with this policy and report to Willow Creek Academy Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. Willow Creek Academy shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

TB Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All students enrolled are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

Willow Creek Academy adheres to Education Code Section 49423 regarding administration of medication in school. Willow Creek Academy will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. Willow Creek Academy will have an epinephrine canister onsite and a trained staff member available to administer the medication.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. Willow Creek Academy adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

Diabetes

Willow Creek Academy provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

Willow Creek Academy shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

Willow Creek Academy adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood borne Pathogens

Willow Creek Academy meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has adopted a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

Willow Creek Academy shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

Willow Creek Academy shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Discrimination and Harassment Policies and Procedures

Willow Creek Academy is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived factors of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Willow Creek Academy has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at Willow Creek Academy (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Willow Creek Academy's discrimination and harassment policies, which is attached as Appendix B.

G. Means to Achieve Racial/Ethnic Balance Reflective of District

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” –Education Code Section 47605(b)(5)(G)

Willow Creek Academy has implemented and will continue to follow a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the District:

An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District;
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- Outreach meetings in several areas of the district to reach prospective students and parents;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District;
- The development and maintenance of partnerships with local preschool programs that serve predominantly low-income students and students of color, including the Marin Learning Center, Marin Head Start, and the Manzanita Child Development Center.

H. Admission Policies and Procedures

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” – Education Code Section 47605(b)(5)(H)

Willow Creek Academy will actively recruit a diverse student population from the Sausalito Marin City area. Admission to the school shall be open to residents of the State of California. Admission will be non-discriminatory and without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Willow Creek Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. No test or assessment shall be administered to students prior to acceptance and enrollment into Willow Creek Academy. Willow Creek Academy will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

A cut-off date for applications will be selected and publicized, and students who apply by the cut-off date will be admitted by lottery if the number of applications received exceeds Willow Creek Academy’s capacity. In the event that this happens, Willow Creek Academy will hold a lottery to determine admission for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year. Students who apply after the cut-off date for admission will be considered for admission subject to any currently existing waiting list. The lottery selection process will occur by grade level for each grade level which has more students applying than can be accommodated. Admission preferences in the case of a lottery shall be given to the following students in the following order:

1. In-District siblings of in-District students admitted to or attending Willow Creek Academy;
2. Children of school staff members residing in-District;
3. Residents of the Sausalito Marin City School District;
4. Out of District siblings of out of District students attending Willow Creek Academy;
5. Children of school staff members residing out of District;
6. Out of District residents.

Willow Creek Academy and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. The Board has adopted a policy to do so, and may from time to time amend that policy to ensure fairness and compliance with the law. That policy is incorporated herein.

I. Financial Audit

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” –Education Code Section 47605(b)(5)(l)

An annual independent financial audit of the books and records of Willow Creek Academy will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). Willow Creek Academy’s Board of Directors will select an independent auditor and insure the completion of an annual audit of the school’s financial affairs. The audit will verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and reviews the school’s internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and applicable provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The audit will be conducted by an auditor with, at a minimum, a CPA and educational audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed within four months of the close of the fiscal year and a copy of the auditor’s findings will be forwarded by December 15th to the State Controller, chief financial officer of the Sausalito Marin City School District, the Marin County Superintendent of Schools and the California Department of Education. The Board of Director’s audit committee will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board of Directors will report to the Sausalito Marin City School District regarding how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. Exceptions and deficiencies to the audit report will be corrected to the satisfaction of the Sausalito Marin City School District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of Willow Creek Academy is a public record to be provided to the public upon request.

Performance Reports

Willow Creek Academy will work jointly with the Sausalito Marin City School District to develop a formal process for providing the district with periodic performance reports on the following topics:

- Summary data showing student progress toward the goals and outcomes specified in section B of this charter, Measurable Pupil Outcomes, from assessment instruments and techniques listed in section C of this charter, and Methods to Assess Pupil Progress towards Meeting Outcomes.
- An analysis of whether student performance is meeting the goals specified in section B of this charter. These data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school’s governing board during the year.

- Data on the level of parent involvement in the school's operations and a summary of data from an annual parent and student satisfaction survey.
- Information on the school's racial and ethnic population.
- Information on the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on the waiting list, and the numbers of students suspended and/or expelled.
- Current and Projected financial viability of the School.
- Analyses of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of the disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter.

While informal visits to the school by District representatives will be welcome, Willow Creek Academy and the Sausalito Marin City School District will jointly develop a formal annual site visitation process and protocol to enable the representatives of the District to gather information needed to confirm Willow Creek Academy's performance and compliance with the terms of this charter.

J. Pupil Suspension and Expulsion

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” –Education Code Section 47605(b)(5)(J)

Willow Creek Academy has developed and currently maintains a comprehensive set of student discipline policies. These policies are printed and distributed annually as part of the school’s family handbook and they clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment.

Willow Creek Academy’s pupil suspension and expulsion policy has been established in order to promote learning and protect the safety and well being of all students at Willow Creek Academy. In creating this policy, Willow Creek Academy has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Willow Creek Academy is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Willow Creek Academy’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment

includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Willow Creek Academy has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Willow Creek Academy will follow all applicable federal and state laws including but not limited to the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Willow Creek Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

In accordance with Education Code Section 47605(b)(5)(J), Willow Creek Academy will comply with following requirement: No student shall be involuntarily removed by Willow Creek Academy for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Willow Creek Academy issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses:

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This provision shall apply only to students in grades 4 -8.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property

damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Willow Creek Academy.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

2. Non-Discretionary Suspension Offenses:

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

3. Discretionary Expellable Offenses:

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k)
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or

more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Willow Creek Academy.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the

depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

4. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

In order to promote stronger social-emotional skills in our students, Willow Creek Academy has structures in place to supplement the need for immediate suspension from school. We implement restorative justice practices that interrupt the need for removal of a student from campus by providing the following:

- Immediate reflection on the inappropriate behavior
- Thoughtful action meant to “repair the harm” caused by the inappropriate behavior (note: the action is a logical consequence of the behavior)
- Community service meant to improve school culture and re-engage the student with the school
- Communication with the family

In the event that restorative practices fail to bring about proper conduct, suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Head of School or Head of School’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Head of School or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. In such instances when Willow Creek Academy has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by Willow Creek Academy Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of Willow Creek Academy's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Willow Creek Academy's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Willow Creek Academy to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Willow Creek Academy may, upon a finding of good cause, determine that the disclosure of either the identity

of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Willow Creek Academy or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Willow Creek Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Willow Creek Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to Willow Creek Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Head of School or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Willow Creek Academy.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the

authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

Willow Creek Academy shall maintain records of all student suspensions and expulsions at Willow Creek Academy. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Willow Creek Academy as the Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Willow Creek Academy shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from Willow Creek Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Willow Creek Academy for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Head of School or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Willow Creek Academy's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

Willow Creek Academy shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who Willow Creek Academy or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Willow Creek Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Willow Creek Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Willow Creek Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Willow Creek Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Willow Creek Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If Willow Creek Academy, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Willow Creek Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Willow Creek Academy believes that maintaining the current placement of

the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Willow Creek Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Willow Creek Academy agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if Willow Creek Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Willow Creek Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Willow Creek Academy had knowledge that the student was disabled before the behavior occurred.

Willow Creek Academy shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Willow Creek Academy knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Willow Creek Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Willow Creek Academy shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Willow Creek Academy pending the results of the evaluation.

Willow Creek Academy shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

K. Retirement System

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” –Education Code Section 47605(b)(5)(K)

Full and part time employees, including credentialed teachers and classified staff, participate in a 403(b) program, combined with Social Security. Willow Creek Academy provides the appropriate match of funds to the 403(b) program. Willow Creek employees may also be eligible for Social Security.. Willow Creek Academy makes all required employer contributions. The Willow Creek Academy Head of School is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Willow Creek Academy may revise its retirement system at any time.

L. Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” –Education Code Section 47605(b)(5)(L)

No student may be required to attend Willow Creek Academy. Students who reside in the Sausalito Marin City School District and opt not to attend Willow Creek Academy may attend other District schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in Willow Creek Academy will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Willow Creek Academy, except to the extent that such a right is extended by the local education agency.

M. Employee Return Rights

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Education Code Section 47605(b)(5)(M)

Willow Creek Academy Board of Directors hires the Head of School. The Head of School hires all other school staff. All employees, including those hired in the previous year by a public school district, shall be selected, employed, and released (if need be) by the Head of School. Willow Creek Academy Board of Directors sets the terms and conditions of employment for the Head of School. The Head of School sets the terms and conditions of employment for all other school staff. Staff members are given annual contracts and will be considered employees of Willow Creek Academy.

All applicants for employment shall participate in an open process, and, if hired, shall enter into a contractual agreement with the school.

In keeping with Education Code 47605(b)(5)(M), it is the intent of the Board of Directors that should any employee of the Sausalito Marin City School District be employed, without a break in service, by Willow Creek Academy charter school, such employee will retain, subject to the policies and collective bargaining contracts of the Sausalito Marin City School District, the employment rights provided by the District, including the right of a permanent teacher to return to the District after employment by Willow Creek Academy. No public school district employee shall be required to work at Willow Creek Academy. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. Employment by Willow Creek Academy provides no rights of employment at any other entity, including any rights in the case of closure of Willow Creek Academy.

It is the intent of the Board of Directors that teachers will be employed for a specific number of work days. Student contact days will be a minimum of 175 attendance days. Each workday will be the equivalent of 8 hours. The Head of School will also be hired on a positive calendar of no less than 220 days.

N. Dispute Resolution Procedures

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” –Education Code Section 47605(b)(5)(N)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within Willow Creek Academy pursuant to the school’s policies, (2) minimize the oversight burden on the District, and (3) ensure a fair and timely resolution to disputes.

Public Comments

The staff and Board of Directors of Willow Creek Academy and the Sausalito Marin City School District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within Willow Creek Academy

Disputes arising from within Willow Creek Academy, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, shall be resolved pursuant to policies and processes developed by Willow Creek Academy. Willow Creek Academy shall also maintain a Uniform Complaint Policy and Procedures as required by state law. The Sausalito Marin City School District shall not intervene in any such internal disputes without the consent of the Board of Directors of Willow Creek Academy and shall refer any complaints or reports regarding such disputes to the Board of Directors or Head of School for resolution in keeping with Willow Creek Academy’s policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of Willow Creek Academy has requested the District to intervene in the dispute.

Disputes between Willow Creek Academy and the Sausalito Marin City School District

Willow Creek Academy and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Willow Creek Academy and the District, Charter School staff, employees and Board members of Willow Creek Academy and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Head of School of Willow Creek Academy. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Head of School and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Head of School of Willow Creek Academy and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Head of School shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. In the event the parties cannot agree on a mediator, they will follow the JAMS ADR rules. Mediation shall be held within sixty business days of receipt of the dispute statement, which the parties may extend by mutual agreement. The costs of the mediator shall be split equally between the District and Willow Creek Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and Willow Creek Academy.

Oversight and Revocation

The Sausalito Marin City School District may inspect or observe any part of Willow Creek Academy at any time. The District shall conduct such inspections with the least disruption of classroom instruction as possible. Willow Creek Academy shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District and the Marin County Office of Education in accordance with Education Code Section 47604.3.

If the board of education of the Sausalito Marin City School District believes it has cause to revoke this charter, the board agrees to follow the requirements of Education Code Section 47607 and the California Code of Regulations, Title 5, Sections 11965 and 11968.5.2.

O. Labor Relations

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the government Code.” – California Education Code Section 47605(b)(5)(O)

Willow Creek Academy shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Education Employment Relations Act (“EERA”). Willow Creek Academy shall comply with the EERA.

P. Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” –Education Code Section 47605(b)(5)(O)

Closure of Willow Creek Academy will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of Willow Creek Academy, the District, the Marin County Office of Education, the School’s SELPA, the retirement systems in which Willow Creek Academy’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of Willow Creek Academy of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Willow Creek Academy.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Willow Creek Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. Willow Creek Academy will ask the District to store original records of Charter School students. All student records of Willow Creek Academy shall be transferred to the District upon closure. If the District will not or cannot store the records, Willow Creek Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Willow Creek Academy will prepare final financial records. Willow Creek Academy will also have an independent audit completed within six months after closure. Willow Creek Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and

unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Willow Creek Academy.

Willow Creek Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Willow Creek Academy, all assets of Willow Creek Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Willow Creek Academy, remain the sole property of Willow Creek Academy and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Willow Creek Academy shall remain solely responsible for all liabilities arising from the operation of Willow Creek Academy.

As Willow Creek Academy is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Willow Creek Academy, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Willow Creek Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Q. Miscellaneous Clauses

Budgets and Financial Reporting

“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” –Education Code Section 47605(g).

Attached, as Exhibit D, please find a detailed and complete operational budget for the next five years of operation of Willow Creek Academy, including salaries and benefits to be paid to positions identified in this application. This financial plan is based on the best data available to the developers at the time the plan was assembled. The plan is based on many key assumptions, including the following:

- Willow Creek Academy anticipates an enrollment of 410 for 2019-20 with future years’ enrollment indicated for each year’s projected budget.
- The school will receive state apportionment per average daily attendance (ADA),
- The students will likely be absent 5 percent of the apportionable school days,
- The Willow Creek Academy charter school will be principally funded through in lieu property taxes from the Sausalito Marin City School District. The amount of such funding above the local control funding formula will be the subject of negotiations between the representatives of the school and the district.
- The school will qualify for funds from special-purpose categorically funded programs, including, but not limited to, special education, Title I, Title II, and Title III.

Please note that the Final Audit for the year ending June 30, 2017 is included as Exhibit E.

Willow Creek Academy shall provide reports to the District as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Willow Creek Academy’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Willow Creek Academy’s receipts and expenditures for the preceding fiscal year.

Insurance

Willow Creek Academy finances and maintains general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and Willow Creek Academy’s

insurer. The District Board of Education shall be named as an additional insured on all policies of Willow Creek Academy. Willow Creek Academy will provide evidence of the above insurance coverage upon request to the District.

Administrative Services

“The manner in which administrative services of the charter school are to be provided.” –Education Code Section 47605(g).

Willow Creek Academy and the Sausalito Marin City School District may determine which services, if any, will be contracted by Willow Creek Academy from the District.

In general, Willow Creek Academy provides its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. As noted, Willow Creek Academy and the District may agree on terms for the provision of administrative services to Willow Creek Academy by the District.

Pursuant to California law, the authorizer is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of Willow Creek Academy not to exceed one (1) percent of the revenue of Willow Creek Academy. Pursuant to Education Code Section 47613(f), “revenue of the charter school” means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Section 42238.02, as implemented by Section 42238.03.

Facilities

“The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” –Education Code Section 47605(g).

Willow Creek Academy intends to continue to secure space at 636 Nevada Street, Sausalito, CA 94965. Negotiations for this space may need to be completed, to determine the amount of space, location of the rooms, and the rental costs, if any.

Willow Creek Academy is a safe school, which meets the Field Act for earthquake safety, and meets the requirements for safety as defined by the policies of the Sausalito Marin City School District Board of Education. Willow Creek Academy is confident that the facility is safe, habitable, and well suited for the educational needs of Willow Creek Academy students.

The 2018-19 Proposition 39 facilities request from Willow Creek Academy to the Sausalito Marin City School District included the following:

- 19 classrooms for direct instruction
- 3 offices for counseling, testing and other purposes (Rooms 14, 15, and 16);
- A minimum of 4 additional rooms that can be used for small group work or special education small group instruction (Rooms 5, 5a, 5b, and 8);

- The library (for instruction, research and specialized classroom space)
- A computer lab or flexible growth classroom (Portable A);
- 1 room for specialized Literacy instruction and Literacy Specialist office (Rm. 13)
- 1 room Maya Angelou Center for Restorative Justice (Rm. 22)
- 1 room for Assistant Head of School office (Rm. 23)
- 2 rooms for our After-School program and offices (Portables P-3 and P-4)
- 2 rooms for Art instruction (Visual Arts and Music, Rooms 24 and 17)
- 2 rooms for shared special education classes (SMCSD and MCOE, Rooms 9 and P-5)
- The Multi-purpose Room
- Outdoor garden spaces

The parties anticipate developing a facilities use agreement going forward.

Potential Liability Impact on District

“Potential civil liability effects, if any, upon the charter school and upon the school district.” –Education Code Section 47605(g).

Willow Creek Academy is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The charter school shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the charter school.

The corporate bylaws of the Charter School provide for indemnification of the School’s Board, officers, agents, and employees, and the School maintains general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the District and Willow Creek Academy’s insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of Willow Creek Academy.

The Willow Creek Academy Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Term

The term of this renewal charter shall begin on July 1, 2019 and expire June 30, 2024. It is the intent of the applicants to apply for a renewal of the charter effective July 1, 2024 and continue with an annual renewal of a 5-year term of authorization in accordance with Education Code Section 47607 and its implementing regulations.

Material Revisions

Any material revisions to this charter shall be made by the mutual agreement of the governing boards of Willow Creek Academy and the Sausalito Marin City School District. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Sausalito Marin City School District and the board of directors of Willow Creek Academy. The District and school representatives agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications

All official communications between Willow Creek Academy and the Sausalito Marin City School District will be sent via First Class Mail or other appropriate means to the following address:

Sausalito Marin City School District
200 Phillips Drive
Marin City, CA 94965

Willow Creek Academy
636 Nevada Street
Sausalito, CA 94965

Participation in the National School Lunch/Breakfast Program

Willow Creek Academy participates in the federal breakfast and lunch program as an independent Charter School and is not part of the Sausalito Marin City School District's food service program.

Memorandum of Understanding (MOU)

The Sausalito Marin City School District and Willow Creek Academy may continue to seek to enter into a mutually agreeable MOU which outlines further details of the relationship between the District and Willow Creek Academy. The MOU may include, but not be limited to the following:

- Charter school authority to contract with third parties;
- Direct funding of Willow Creek Academy;
- Services to be purchased by Willow Creek Academy from the District, and the fee schedule for such services;
- Transportation and food services to be provided by the District;
- Special education services and funding formulas;
- Hold harmless indemnification, if required by the District;
- Cash advances to handle cash flow issues, if necessary;
- Willow Creek's collection of mandated cost reimbursement;
- Fiscal reporting requirements to the state, either independently or through the district;
- School District support for Willow Creek Academy in approving and seeking waivers;

- School District support for Willow Creek Academy in seeking additional funding.

Permissive Charter

The Willow Creek Academy Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Willow Creek Academy any of those duties. The board of directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

EXHIBITS

Exhibit A: List of Willow Creek Academy Directors and Administrators

Kurt Weinsheimer, President - Kurt Weinsheimer joined the Willow Creek Board in 2006. He is a Sausalito resident and parent of three daughters with his wife, Eve. Kurt currently serves as an executive at Sojern, a travel-marketing technology company, and has a background in launching e-commerce and media start-ups. Coming from a family of educators, Kurt has always been passionate about primary education. Mr. Weinsheimer holds an MBA from Northwestern University's Kellogg School of Management and a B.A. from Boston College.

Marijke Smit, Vice-president - Marijke comes to the Willow Creek board with deep experience in educational facility and master planning. A Willow Creek Academy parent of two, Marijke has worked with leading K-12, university, and cultural institutions to help shape their physical and cultural transformations. Trained in history and urban planning at Columbia University, Marijke's career has been influenced by a complex array of assignments across the U.S. and Asia. She has focused her career around optimizing the nexus between people and their environments, helping her clients leverage their main assets – be they physical, curricular, social and/or cultural. She is currently VP of Education at Project Frog, an innovator in sustainable pre-fab construction for schools. Marijke's work is framed by a deep commitment to creating healthy, vibrant and sustainable places.

Lexi Mussallem, Secretary - Lexi is the parent of a Willow Creek Academy student. She is a partner in the law firm of Maple & Mussallem LLP, with offices in San Francisco and San Rafael, and specializes in matrimonial law. She is a member of the San Francisco Bar Association, the Marin County Bar Association, the Association of Certified Family Law Specialists, and a Fellow of the American Academy of Matrimonial Lawyers. Lexi also serves on the Board of Directors of Legal Aid of Marin. Lexi received her bachelor's degree from UCLA and her J.D. from Hastings College of the Law.

Jim Henry, Treasurer - Jim Henry has lived in Sausalito since 2011 and joined the Willow Creek board as Treasurer in 2014. He and his spouse have two adult children and two young grandchildren. Jim is a CPA and partner in PricewaterhouseCoopers LLP (PwC), and currently serves as Managing Partner for the firm in San Francisco. During his 36 year career, he has held numerous leadership and client roles with PwC and has held non-profit board positions with INROADS, Larkin Street Youth Services, UCSF's Global Health Group, and many other organizations. He received his B.S. in Business Administration from San Diego State University, and has completed executive education programs at the Center for Creative Leadership, Stanford's Rock School of Law on Board Governance and UCLA's Anderson School of Business.

Marcella Alexis-Addae, Director - Marcella Alexis-Addae has been a resident of Marin City since 2004. She has two children with husband Richard Addae. Marcella was born on the spice isle of Grenada and was educated in London. She attended Brent and Harrow School of Nursing Graduate and received psychiatric training at Shenly Hospital, Hertfordshire. A trained midwife, Marcella practiced independently across London, conducting hospital and home births and running clinics educating women about how to care for themselves their unborn child and newborns. She worked extensively in the 1980s in the east end of London advocating for under-privileged women and their children. Currently, Marcella is a Registered Nurse working in adult critical care on the cardiovascular intensive care unit at Kaiser Permanente. Marcella says, "I acquired a great passion for children and their early education and recognized how vital a quality elementary education is. I

will continue to advocate for a quality education for every child. It's a joy to me to see every child become successful."

Jeff Knowles, Director – Jeff is a parent of two children and has been a Sausalito resident since 1995. He joined the Willow Creek Board in 2010. He is a Managing Partner and intellectual property litigator at Coblenz, Patch, Duffy & Bass, a San Francisco law firm. Prior to joining the Coblenz firm, Jeff was a trial lawyer with the U.S. Department of Justice in Washington, D.C. Jeff received his bachelor's degree from UCLA and his J.D. from UC Hastings College of the Law.

Sally Peck, Director - Sally has been a resident of Sausalito since 2007. A passionate educator for over thirty years in independent and public schools, Sally worked in Santa Barbara and Menlo Park before settling in Kentfield, as a school administrator in 2004. She is treasurer for the Marin County Association of School Administrators (MACSA), she coaches new administrators through Sonoma Office of Education, and serves on educational committees in the county. Sally earned her California Administrative Credential and master's degree from San Jose State University, her multiple subject teaching credential from the University of California Santa Barbara and her undergraduate degree from the University of California Davis.

Dr. Johanna VanderMolen, Director - Dr. Johanna VanderMolen served as Superintendent of Campbell Union School District, Santa Clara County, California for ten years prior to retiring in Sausalito in 2010. While superintendent she received the YWCA's Tribute to Women award, a competitive distinction honoring outstanding women executives in the Silicon Valley. Prior to that she worked as elementary school principal in Napa, middle school principal in Ventura, and Assistant Superintendent in Acalanes School District. She currently consults with school districts and foundations in the areas of executive coaching and governance. In 2014/15 she served as Pro-Tem of the Marin County Grand Jury. Johanna earned her doctorate degree from the University of San Francisco, a master's degree from Pepperdine University, and her undergraduate degree from the University of California, Santa Barbara. She joined the Willow Creek Board in 2016.

Clark Warden, Director - A resident of Sausalito since 1980, Clark joined the Willow Creek Board in 2001. He is past Chairman and Board member of Pacific Vision Foundation (a \$22 million endowment supporting the Department of Ophthalmology at California Pacific Medical Center), a Life Governor of the San Francisco Symphony, and a former member of the Fiscal Advisory Committee to the Mayor (San Francisco). Mr. Warden is a retired financial executive, having served in senior executive positions at Sumitomo Bank of California, Union Bank, and Prudential Insurance Company. Mr. Warden is Chair of the Fiscal Advisory Committee for Willow Creek Academy. Mr. Warden completed undergraduate work at Iowa State University and obtained an MBA from Wharton Graduate School, University of Pennsylvania.

Tara Seekins, Head of School - Tara came on board as Willow Creek Academy's Assistant Head of School in 2011 and became the Head of School in 2016. She loves our school's diversity, its emphasis on teaching the whole child through creative and responsive pedagogy, and the unique support it receives from community leaders in Sausalito and Marin City. Tara graduated from Smith College with a degree in English and Classics. After completing a Master's degree in English at the University of Colorado, Boulder, Tara joined Teach for America and taught fourth grade in San Jose. In addition to her administrative credential, she holds elementary and secondary teaching credentials as well as National Board Certification in English Language Development. As a graduate student at UC Berkeley, Tara taught at San Quentin's Prison University Project, directed the Street Law program at the Alameda County Juvenile Hall, and advocated for low-income families at the East Bay Community Law Center. She was a founding member of the campus-wide Restorative Justice Committee, and she interned at the United States Department of Education Office for Civil Rights. She earned

her Master's degree from Berkeley's Graduate School of Education and her law degree from Boalt Hall School of Law. She continues to support new school administrators as an assistant instructor of Law and Policy at Cal's Principal Leadership Institute. Tara holds a CA administrative services credential.

Exhibit B: Charter Renewal Consultants

The following firms/ individuals were engaged in the development of this renewal charter, as well as the operation and evaluation of Willow Creek Academy.

Administrative Resources, Inc. (ARI)
P.O. Box 90, Pollock Pines, CA 95726
530-647-1733

Donna Strong, General Manager

Under supervision and review by the Chief Financial Officer, Head of School, Willow Creek Academy Board, and the Business Manager of the Sausalito Marin City School District, ARI acts as Willow Creek Academy's Service Bureau, processing receipts and disbursements including payroll, prepares monthly financial statements and reports detailing receipts and disbursements, bank reconciliation, outstanding checks, account register, etc. ARI prepares year-end audited financial statements on a full accrual basis, and supervises the annual audit thereof. ARI also prepares Willow Creek Academy's First and Second Interim Reports for the Board, District, County and State Offices of Education. ARI works closely with the Chief Financial Officer in the preparation of annual budgets and projections, and revisions thereof. The firm handles similar functions for several charter schools, and has been under annual contract with Willow Creek Academy for several years. Firm personnel have many years experience in California public school accounting.

CliftonLarsenAllen, LLC, CPAs
2210 E. Route 66, Suite 100, Glendora, CA 91740
626-857-7300

The firm conducts the annual audit of Willow Creek Academy's books and records & year-end financial statements, and issues a report which includes various schedules and compliance reports required by the State. The firm, among other activities, audits a number of charter schools in California.

Young, Minney & Corr, LLP
655 University Avenue, Suite 150, Sacramento, CA 95825
916-646-1400

The law firm is counsel for Willow Creek Academy, and its members have extensive experience regarding legal issues regulating and affecting charter schools. The firm updated our charter renewal with the latest legal policies.

Keenan & Associates
180 Grand Ave., Suite 1380, Oakland, CA 94612
510-986-6761

This insurance agency acts as administrator handling property and liability insurance for both the District and Willow Creek Academy under the supervision of the Marin County Schools Insurance Authority. The insurance is underwritten by Nor Cal ReLiEF, a public JPA.

Sweet & Baker
44 Second Street, San Francisco, CA 94105
415-512-2100

This firm handles our D&O, Workers' Compensation and Health Benefits policies.

AIG/VALIC

PO Box 16648, Amarillo, TX 79106

VALIC is the administrator for our teachers' 403(b) plan.

Heidi Wiltsee

636 Nevada Street, Sausalito CA 94965

Heidi is a Willow Creek parent and Co-president of our school's Parent Council. She has an interest in the school's art program and parent engagement strategies. She consulted with the charter renewal from the perspective of parental input and curriculum integration.

Exhibit C: Scope and Sequence

Scope and Sequence Kindergarten	
Kindergarten Theme: Exploration	
Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Making Meaning</p> <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about essential elements of the text • Actively engage in group reading activities with purpose and understanding • Recognize common types of texts (storybook, poems, fantasy, and realistic text) <p>Foundational Skills</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words <p>Effective Expression</p> <ul style="list-style-type: none"> • Listen to others and take turns speaking about the topics and texts under discussions • Ask and answer questions to seek and provide information and clarification • Print many upper and lowercase letters • Understand and use question words <p>Language Development</p> <ul style="list-style-type: none"> • Use strategies to determine the meaning of words 	<ul style="list-style-type: none"> • Handwriting Without Tears • Words Their Way • GLAD • Calkins Writing Workshop • Small Group Instruction • Multi-Sensory Instruction • Dolch Sight Words
<p style="text-align: center;">Math</p> <p>Counting & Cardinality</p> <ul style="list-style-type: none"> • Know number names and the counting sequence to 100 • Write numbers to 20 <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> • Understand addition, subtraction and comparison 	<ul style="list-style-type: none"> • <i>Investigations: In Numbers, Data and Space</i> • Personalized, self-paced learning with DreamBox • Math Workshop • Math Games • Technology-Integration • Cooperative/Flexible Grouping • Math/Science Integration • Hands-On Manipulatives

<ul style="list-style-type: none"> concepts within 10 Fluently add and subtract within 5 <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Describe measurable attributes of objects Identify and describe 2D and 3D shapes Analyze, compare, create, and compose shapes 	<ul style="list-style-type: none"> Project-Based Learning 	
<p style="text-align: center;">Social Studies</p> <p>Learning and Working Now and Long Ago</p> <ul style="list-style-type: none"> National and State Symbols Good Citizenship Jobs of People in the Community 	<ul style="list-style-type: none"> GLAD Cross-Curricular Units 	
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> Pushes and Pulls Ecosystems: Animals, Plants and Their Environment Weather and Climate Engineering Design 	<ul style="list-style-type: none"> Engineering Explorations GLAD Cross-Curricular Units 	
<p style="text-align: center;">ELD Fluent English Proficient Goals</p> <ul style="list-style-type: none"> Review of phonological awareness skills as needed Print skills: demonstrate understanding of the organization and basic features of print Know and apply grade level phonics and word analysis skills in decoding words Read emergent-reader texts with purpose and understanding 	<p style="text-align: center;">ELD Instruction</p> <ul style="list-style-type: none"> Small group instruction in English language development 20-30 minutes a day Benchmark Advance ELD Program 	
<p style="text-align: center;">Project Based Learning</p> <p>T1: How do we explore our community? <i>(Art, ELA, Social Studies, Science)</i></p> <p>T2: How can we as scientists find out who and what we share our habitat with? <i>(ELA, Science, Social Studies)</i></p> <p>T3: How can we as entomologists understand an insect’s lifecycle? <i>(Art, ELA, Science)</i></p>	<p style="text-align: center;">Field Trips</p> <ul style="list-style-type: none"> Sausalito Walking Field Trip Pumpkin Patch Farmer’s Market Farm Day Discovery Museum 	<p style="text-align: center;">Programs and Events</p> <ul style="list-style-type: none"> Responsive Classroom PE Garden/Nutrition Pumpkin Carving Night Big Buddies with 4th grade In-Class Art Instruction Cultural Celebrations Attitude of Gratitude Feast Music <ul style="list-style-type: none"> Introduction of music alphabet, introduction and care of instruments, pentatonic scale, call and
Willow Creek Academy – Charter Renewal Petition (May, 2018)		

		<p><i>response, solo voice, playing in 5ths for the drone</i></p>
<p>Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> • Common Sense Media Digital Citizen Program <ul style="list-style-type: none"> ○ <i>Internet safety</i> ○ <i>ABC searching</i> ○ <i>Information privacy</i> • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers • BookFlix • Dreambox (<i>math</i>) • Spelling City 	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • Fountas and Pinnell Reading • Student Work Samples • Investigations Assessments • Digital Resources • NC State Math Assessment 	
<p>LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs</p>		
<p>Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.</p>		

Scope and Sequence Grade 1

First Grade Theme: Patterns

Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Making Meaning</p> <ul style="list-style-type: none"> • Ask and answer questions with emphasis on text-dependent questions • Retell stories or information, identify the central message or main idea and describe story elements • Compare and contrast the adventures and experiences of characters in stories • Explain major differences between books that tell stories and books that give information <p>Foundational Skills</p> <ul style="list-style-type: none"> • Know the distinguishing features of a sentence, such as first word capitalization and ending punctuation <p>Effective Expression</p> <ul style="list-style-type: none"> • Write a narrative that recounts two of more sequenced events • In discussion build on the comments of others • Ask and answer questions to clear up confusion and gather additional information • Recite poems and sing songs that have been memorized <p>Language Development</p> <ul style="list-style-type: none"> • Use strategies to determine the meaning of unknown words while reading 	<ul style="list-style-type: none"> • Handwriting • Words Their Way • Daily 5 • GLAD • Calkins Writing Workshop <ul style="list-style-type: none"> ○ Small Moments ○ Nonfiction Chapter Books ○ Reviews ○ Fiction • Small Group Instruction • Scholastic Leveled Readers • Research Projects • Multi-Sensory Instruction • Themed reading (CARES) • Calkins Reading Workshop • Dolch Sight Words
<p style="text-align: center;">Math</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction within 20 using various strategies • Fluently add and subtract within 10 	<ul style="list-style-type: none"> • <i>Investigations: In Numbers, Data and Space</i> • Personalized, self-paced learning with DreamBox • Math Workshop • Math Games • Marcy Cook Tiles

<p>Number & Operations</p> <ul style="list-style-type: none"> Develop an understanding of addition and subtraction within 100 using concrete, visual, and mental place value strategies Count and write numbers to 120 grouping in ones and tens <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Measure length using non-standard units Represent halves and fourths in circles and rectangles Reason with shapes and their attributes 	<ul style="list-style-type: none"> Technology-Integration Cooperative/Flexible Grouping Math/Science Integration Hands-On Manipulatives Project-Based Learning 	
<p>Social Studies A Child's Place in Time and Space</p> <ul style="list-style-type: none"> Citizenship Maps Symbols, Icons and Traditions Changes Over Time Basic Economics 	<ul style="list-style-type: none"> GLAD Cross-Curricular Units Book Making Maps 	
<p>Science</p> <ul style="list-style-type: none"> Waves: Light and Sound Structure, Function and Information Processing (<i>Plants</i>) Space Systems: Patterns and Cycles (<i>Sun, Moon, and Stars</i>) Engineering Design 	<ul style="list-style-type: none"> Engineering Explorations GLAD Integrated NGSS Units 	
<p>ELD Fluent English Proficient Goals</p> <ul style="list-style-type: none"> Review of phonological awareness skills as needed Print skills: demonstrate understanding of the organization and basic features of print Know and apply grade level phonics and word analysis skills in decoding words Read emergent-reader texts with purpose and understanding 	<p>ELD Instruction</p> <ul style="list-style-type: none"> Small group instruction in English language development 20-30 minutes a day Benchmark Advance ELD Program 	
<p>Project Based Learning T1: All About Me: Who Am I? <i>(Art, ELA, Social Studies)</i> T2: Global Holidays/Holiday Cards <i>(Social Studies, ELA, Math)</i> T3: Inventions <i>(Science, Social Studies, ELA)</i></p>	<p>Field Trips</p> <ul style="list-style-type: none"> Pumpkin Patch (<i>Animals</i>) Chabot Space Center (<i>Moon Workshop</i>) Exploratorium (<i>Tinker Studio/Light and Sound</i>) DeYoung (<i>Texture and Patterns</i>) CTA Children Theatre Association 	<p>Programs and Events</p> <ul style="list-style-type: none"> Responsive Classroom PE Garden/Nutrition Music <ul style="list-style-type: none"> <i>Introduction of ostinato and melody with drone</i> Pumpkin Carving Night Art <ul style="list-style-type: none"> <i>Elements of Art: Line, Shape, Color, Texture and Form</i>
	<p>Visitors</p> <ul style="list-style-type: none"> WildCare 	

<p>Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> • Common Sense Media Digital Citizen Program <ul style="list-style-type: none"> ○ <i>Internet safety</i> ○ <i>Digital footprint</i> ○ <i>Using keywords</i> • With support, use digital tools to produce and publish writing • Internet Research (<i>supported</i>) • BookFlix • DreamBox (<i>math</i>) • Spelling City 	<p>Assessment</p> <ul style="list-style-type: none"> • Fountas and Pinnell Reading • Student Work Samples • Investigations Assessments • Digital Resources • Calkins Writing Workshop Units of Study
<p>LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs</p>	
<p>Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.</p>	

Scope and Sequence Grade 2

Second Grade Theme: Systems

Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Making Meaning</p> <ul style="list-style-type: none"> • Answer who, what, where, when, why and how questions about a text • Understand overall structure of a story and identify the main topic and focus of a multi paragraph text • Compare and contrast two or more version of the same story • Read and comprehend informational texts, literature, including stories and poetry at grade level <p>Foundational Skills</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words <p>Effective Expression</p> <ul style="list-style-type: none"> • write a well elaborated narrative with descriptive details • Recount or describe key ideas from a text read aloud or information presented in diverse media • Plan and deliver a detailed, logically sequenced narrative presentation <p>Language Development</p> <ul style="list-style-type: none"> • Use linking words in writing to connect ideas 	<ul style="list-style-type: none"> • Calkins Writing Workshop <ul style="list-style-type: none"> ○ Narrative ○ Nonfiction ○ Writing About Reading ○ Poetry • Grammar • Small Group Instruction • Scholastic Leveled Readers • Research Projects • <i>Charlotte’s Web, Little House of the Prairie</i> • Beverly Cleary Author Study • Fairy Tales • Book Reports • Words Their Way • Dolch Sight Words
<p style="text-align: center;">Math</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction within 100 using various strategies with efficiency • Fluently add and subtract within 20 • Understand multiplication as equal groups of objects and rectangular arrays 	<ul style="list-style-type: none"> • <i>Investigations: In Numbers, Data and Space</i> • Personalized, Self-Paced Learning with DreamBox • Small Group Instruction • Math Workshop • Math Games • Technology-Integration • Cooperative/Flexible Grouping

<p>Number & Operations</p> <ul style="list-style-type: none"> Count, read, and write numbers to 1000 grouping in ones, tens, and hundreds <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Measure length and time using standard units Represent halves, thirds, and fourths in circles and rectangles Reason with shapes and their attributes 	<ul style="list-style-type: none"> Math/Science Integration Hands-On Manipulatives Project-Based Learning Math Talks 	
<p style="text-align: center;">Social Studies</p> <p>People Who Make a Difference</p> <ul style="list-style-type: none"> Today and Long Ago Map Skills Government Institutions and Practices Basic Economics Heroes 	<ul style="list-style-type: none"> GLAD Integrated Units Book Making Geography/Maps Benchmark Advance National Geographic Readers 	
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> Structure and Properties of Matter Interdependent Relationships in Ecosystems Earth's Systems: Processes that Shape the Earth Engineering Design 	<ul style="list-style-type: none"> Engineering Challenges GLAD Integrated NGSS Units Group Projects 	
<p style="text-align: center;">ELD Fluent English Proficient Goals</p> <ul style="list-style-type: none"> Print skills: demonstrate understanding of the organization and basic features of print Know and apply grade level phonics and word analysis skills in decoding words Read with sufficient accuracy and fluency to support comprehension 	<p style="text-align: center;">ELD Instruction</p> <ul style="list-style-type: none"> Small group instruction in English language development 20-30 minutes a day Benchmark Advance ELD Program 	
<p style="text-align: center;">Project Based Learning</p> <p>T2: Quilt Project <i>(Math/Social Studies/ELA/Art)</i></p> <p>T3: Maps Project <i>(Social Studies/ELA/ Science/Art)</i></p>	<p style="text-align: center;">Field Trips</p> <ul style="list-style-type: none"> WildCare <i>(Animals and Habitats)</i> Fairy Tale Play Nutcracker DeYoung <i>(Symmetry and Color)</i> Slide Ranch or Green Gulch 	<p style="text-align: center;">Programs and Events</p> <ul style="list-style-type: none"> Responsive Classroom Drama with MTC PE Garden/Nutrition Music <ul style="list-style-type: none"> <i>Introduction of harmony with ostinato, melody, drone, playing in 3rds, 5ths, and chords, playing in minor scales</i> Art <ul style="list-style-type: none"> <i>Science Integration Focus</i>
<p style="text-align: center;">Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> Common Sense Media Digital Citizen Program <ul style="list-style-type: none"> <i>Things for Sale</i> 	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> Fountas and Pinnell Reading MAP 	

<ul style="list-style-type: none"> ○ <i>Respect</i> ○ <i>Powerful Passwords</i> • With support, use digital tools to produce and publish writing • Audio Recordings • DreamBox • RazKids (Reading Comprehension) • Spelling City 	<ul style="list-style-type: none"> • Student Work Samples • Investigations Assessments • Digital Resources • DreamBox • RAZKids
---	--

LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs

Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.

Scope and Sequence Grade 3

Third Grade Theme: Change

Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Making Meaning</p> <ul style="list-style-type: none"> • Refer explicitly to the text as the basis for answers to questions about the text • Compare and contrast themes, settings and plots and describe time, sequence and cause/effect • Read and comprehend stories, drama and poetry and informational texts including history, science and technical texts at grade level • Determine the main idea of a text, recount key details, and explain how they support the main idea <p>Effective Expression</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the author • Write informative texts using facts, definitions, details and linking words • Come to discussions prepared and stay on topic • Write narratives using effective technique, descriptive details and clear sequences <p>Language Development</p> <ul style="list-style-type: none"> • Use phrases in writing to connect ideas 	<ul style="list-style-type: none"> • Handwriting • Words Their Way • Modified Daily 5 • GLAD • Writing Workshop • Scholastic Leveled Readers • Research Projects • Teacher Supported Literature Circles • Poetry • <i>The Miraculous Journey of Edward Tulane</i> • Fairy Tales, Fables, How and Why Stories • Debate

<p style="text-align: center;">Math</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> • Add and subtract within 1000 using various strategies with efficiency • Represent and solve problems involving multiplication and division within 100 using various strategies • Fluently multiply within 100 and relate to concepts of area using rectangular arrays <p>Number & Operations</p> <ul style="list-style-type: none"> • Count, read, write, and round numbers to any place value within 1000 • Represent and solve problems with halves, thirds, fourths, sixths, and eighths • Develop an understanding of fraction equivalence and comparison through visual representations <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Solve problems involving measurement of time, liquid volume, mass, perimeter, and area using standard units • Reason with and categorize shapes by their attributes 	<ul style="list-style-type: none"> • <i>Investigations: In Numbers, Data and Space</i> • Personalized, self-paced learning with DreamBox • Math Workshop • Math Games • Technology-Integration • Cooperative/Flexible Grouping • Math/Science Integration • Hands-On Manipulatives • Project-Based Learning • Small Group Instruction
<p style="text-align: center;">Social Studies</p> <p>Continuity and Change</p> <ul style="list-style-type: none"> • Rules and Laws/Basic U.S. Government Structure • Local History <ul style="list-style-type: none"> ○ Physical and Human Geography ○ American Indian Nations ○ Periods of Settlement ○ Economy 	<ul style="list-style-type: none"> • GLAD • Cross-Curricular Units • Geography/Maps • Student Government • Sausalito Historical Society Collaboration • Portrait Painting
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Forces and Interactions • Interdependent Relationships in Ecosystems: Environmental Impact on Organisms • Inheritance and Variation of Traits: Life Cycles and Traits • Weather and Climate • Engineering Design 	<ul style="list-style-type: none"> • Engineering Challenges • GLAD • Integrated NGSS Units • Mystery Science • Nature and Technology Workshops • Garden and Creek Conservation Work
ELD Fluent English Proficient Goals	ELD Instruction

<ul style="list-style-type: none"> • Review of phonological awareness skills as needed • Print skills: demonstrate understanding of the organization and basic features of print • Know and apply grade level phonics and word analysis skills in decoding words • Read with sufficient accuracy and fluency to support comprehension 	<ul style="list-style-type: none"> • Small group instruction in English language development 20-30 minutes a day • Benchmark Advance ELD Program • GLAD 	
<p>Project Based Learning</p> <p>T1: Wild Style: How can we design clothing adapted like animals? <i>(Science/ELA)</i></p> <p>T2: Time Cast: Whose voices from Sausalito and Marin City's past should be heard again? <i>(Social Studies/ELA)</i></p> <p>T3: Build a Better: How can we as engineers improve technology in order to improve lives? <i>(Engineering/Physical Science/ELA)</i></p>	<p>Field Trips</p> <ul style="list-style-type: none"> • Ocean Beach Clean Up • Wildcare • Gulf of the Farallones Society • Environmental Film Festival • Sausalito Historical Society • Exploratorium <i>(Tinkering, Force and Motion)</i> <p>Visitors</p> <ul style="list-style-type: none"> • Ane Rovetta • Farallones Program: Sea Bird Shuffle • Sausalito Historical Society • Marine Science Institute • Joe Burns (City Council Chamber) • Local Authors • Marin Municipal Water District 	<p>Programs and Events</p> <ul style="list-style-type: none"> • Responsive Classroom • Living Science Program • Creek Studies • Artists Teaching Art Program • PE • Garden/Nutrition • Music: <i>Five part orchestration, jazz (syncopation, upbeat, improv, call and response on instruments, walk up drone), waltz</i> • Art : <i>Art Making Skills: Value, Texture, Form and Inspiration</i>
<p>Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> • <i>Common Sense Media Digital Citizen Program</i> <ul style="list-style-type: none"> ○ <i>Rings of Responsibility</i> ○ <i>Key to Keywords</i> ○ <i>Private and Personal Information</i> • With support, use technology to produce and publish writing and interact and collaborate with others • Basic Keyboarding Skills • Google Classroom Tools • BookFlix • Spelling City • Edupath 	<p>Assessment</p> <ul style="list-style-type: none"> • Fountas and Pinnell Reading <i>(as needed)</i> • NWEA/MAP • Student Work Samples • Investigations Assessments • Digital Resources • Rubrics • CASSP Summative Assessment 	

LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs

Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.

Scope and Sequence Grade 4

Fourth Grade Theme: Structure

Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Making Meaning</p> <ul style="list-style-type: none"> • Make inferences and refer to details in a text to support inferences • Compare and contrast themes, topics and patterns of events • Read and comprehend stories, drama and poetry and informational texts including history, science and technical texts at grade level <p>Effective Expression</p> <ul style="list-style-type: none"> • Use a variety of transitional words and phrases to manage the sequence of events in narratives • Write multiple-paragraph texts • Carry out assigned roles in discussions • Respond to specific questions to clarify, follow up or contribute to the discussion • Plan and deliver a narrative presentation <p>Language Development</p> <ul style="list-style-type: none"> • Use concrete words and phrases and sensory details in narratives and precise language and domain-specific vocabulary in informational writing 	<ul style="list-style-type: none"> • Words Their Way • Modified Daily 5 • GLAD • Writing Workshop • Scholastic Leveled Readers • Research Projects • Literature Circles (Teacher Supported) • Plays/Scriptwriting • <i>The Lemonade War, Island of the Blue Dolphins, By the Great Horn Spoon</i> • Mythology • Project Based Learning
<p style="text-align: center;">Math</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> • Solve problems involving the four operations by applying place value concepts and properties of operations within 1,000,000 using various strategies 	<ul style="list-style-type: none"> • <i>Investigations: In Numbers, Data and Space</i> • Math Workshop • Math Games • Technology-Integration • Cooperative/Flexible Grouping • Math/Science Integration

<ul style="list-style-type: none"> Add and subtract within 1,000,000 using the standard algorithm with efficiency <p>Number & Operations</p> <ul style="list-style-type: none"> Represent and solve problems with the denominators 2,3,4,5,6,8,10,12, and 100 Apply and extend understanding of fraction equivalence and comparison Solve problems involving addition, subtraction, and multiplication of fractions using visual models Develop an understanding of fractions as decimals using tenths and hundredths <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Solve problems involving measurement and conversion of time, length, mass, perimeter, and area using standard units Draw, analyze and classify geometric figures based on properties of lines and angle measures 	<ul style="list-style-type: none"> Hands-On Manipulatives Project-Based Learning 	
<p style="text-align: center;">Social Studies</p> <p>California: A Changing State</p> <ul style="list-style-type: none"> CA Geography California’s First People CA Missions and Mexican Rancho Period The Gold and Statehood Modern CA CA Government 	<ul style="list-style-type: none"> GLAD Cross-Curricular Units Geography Plays/Script Writing Project Based Learning 	
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> Energy (<i>Transfer and Conservation</i>) Waves Structure Structure and function of Plants and Animals (<i>How Animals Impact the Environment</i>) Earth's Systems: Processes that Shape the Earth (<i>Plate Tectonics</i>) Engineering Design 	<ul style="list-style-type: none"> Engineering Challenges GLAD Integrated NGSS Units Simulations Internet Research BrainPop Project Based Learning 	
<p style="text-align: center;">ELD Fluent English Proficient Goals</p> <ul style="list-style-type: none"> Print skills: demonstrate understanding of the organization and basic features of print Know and apply grade level phonics and word analysis skills in decoding words Read with sufficient accuracy and fluency to support comprehension 	<p style="text-align: center;">ELD Instruction</p> <ul style="list-style-type: none"> Small group instruction in English language development 20-30 minutes a day Benchmark Advance ELD Program GLAD Strategies 	
<p style="text-align: center;">Project Based Learning</p> <p>T1: As bioengineers, how can our understanding of animals’ physical structures and their functions guide us to build a successful prosthesis?</p>	<p style="text-align: center;">Field Trips</p> <ul style="list-style-type: none"> Ocean Beach Clean Up Academy of Sciences (<i>Earthquake Exhibit</i>) State Capital 	<p style="text-align: center;">Programs and Events</p> <ul style="list-style-type: none"> Responsive Classroom Kinder Buddies PE

<p>(<i>Science/ELA</i>) T2A: As Spanish missionaries, how can we find a good location and create a design for a 22nd CA mission? (<i>ELA/Social Studies/Art</i>) T2B: As geologists, how can we prepare a community from a natural hazard becoming a natural disaster? (<i>ELA/Science</i>) T3: As reporters how can we inform the nation about California’s journey to become a state? (<i>Social Studies/ELA</i>) T3: As engineers, how can we prove that energy is neither made nor lost, but transferred from one object to another? (<i>Social Studies/ELA</i>)</p>	<ul style="list-style-type: none"> • Petaluma Adobe Historical Park (<i>Overnight</i>) • Creole Carnival • Mill Valley Film Festival • MOMA <p style="text-align: center;">Visitors</p> <ul style="list-style-type: none"> • Geologist • Computer Programmer • Parents (math in their professions) • Marine Mammal Center 	<ul style="list-style-type: none"> • Garden/Nutrition • Music <ul style="list-style-type: none"> ○ <i>Introduction of ukelele, uke tabs and chords, treble clef, basic strumming patterns and single notes</i> • Art <ul style="list-style-type: none"> ○ <i>Art-Based Careers and Influence</i>
---	--	---

<p>Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> • <i>Common Sense Media Digital Citizen Program</i> <ul style="list-style-type: none"> ○ <i>Digital Citizenship Pledge</i> ○ <i>How to Cite a Site</i> ○ <i>Spam</i> • With support, use technology, including the internet to produce and publish writing as well as interact and collaborate with others • Keyboard a minimum of one page in a single sitting • Internet Research • Google Slideshows • Video Presentations • Google Classroom Tools • Skype Interviews/Virtual Tours 	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • Fountas and Pinnell Reading (<i>As Needed</i>) • MAP • Student Work Samples • Investigations Assessments • Digital Resources • Rubrics • CASSP Summative Assessment
--	--

LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs

Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.

Scope and Sequence Grade 5

Fifth Grade Theme: Relationships

Sample Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Making Meaning</p> <ul style="list-style-type: none"> • Make inferences and quote directing from text to support inferences • Compare and contrast two or more characters, settings or events in texts • Read and comprehend stories, drama and poetry and informational texts including history, science and technical texts at grade level <p>Effective Expression</p> <ul style="list-style-type: none"> • Use a variety of transitional words, phrases and clauses to manage the sequence of events in narratives • Write multiple-paragraph texts • Carry out assigned roles in discussions • Respond to specific questions to clarify, follow up or contribute to the discussion • Plan and deliver a narrative presentations and opinion speeches <p>Language Development</p> <ul style="list-style-type: none"> • Use concrete words and phrases and sensory details in narratives and precise language and domain-specific vocabulary in informational writing 	<ul style="list-style-type: none"> • Words Their Way • GLAD • Calkins Writing Workshop • Literature Circles • Research Projects • Historical Fiction
<p style="text-align: center;">Math</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> • Identify, analyze, and generate numerical patterns and relationships <p>Number & Operations</p>	<ul style="list-style-type: none"> • <i>Investigations: In Numbers, Data and Space</i> • Math Workshop • Math Games • Technology-Integration • Cooperative/Flexible Grouping • Math/Science Integration

<ul style="list-style-type: none"> Understand the place value system by using exponential powers of ten and fractions/decimals to thousandths Solve problems involving the four operations with multi-digit whole numbers by applying place value concepts, properties of operations, and use of parentheses Solve problems involving the four operations with fractions using concrete, visual, and representative models Multiply multi-digit numbers using the standard algorithm with efficiency <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Solve problems involving measurement and conversion of time, length, mass, perimeter, area, and volume using standard units Represent and solve problems by graphing points in the first quadrant of the coordinate plane Classify 2D figures in a hierarchy of categories based on attributes and properties 	<ul style="list-style-type: none"> Hands-On Manipulatives Project-Based Learning 	
<p style="text-align: center;">Social Studies</p> <p>United States History: Making a New Nation</p> <ul style="list-style-type: none"> Pre-Columbian Settlements Early Explorers Indian Nations Colonial Era American Revolution U.S. Constitution Immigration and Settlement Patterns States and Capitals 	<ul style="list-style-type: none"> GLAD Cross-Curricular Units Geography 	
<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> Structure and Properties Matter and Energy in Organisms and Ecosystems Earth's Systems Space Systems: Stars and the Solar Systems Engineering Design 	<ul style="list-style-type: none"> Engineering Challenges GLAD Integrated NGSS Units FOSS Kits 	
<p style="text-align: center;">ELD Fluent English Proficient Goals</p> <ul style="list-style-type: none"> Review of phonological awareness skills as needed Print skills: demonstrate understanding of the organization and basic features of print Know and apply grade level phonics and word analysis skills in decoding words Read with sufficient accuracy and fluency to support comprehension 	<p style="text-align: center;">ELD Instruction</p> <ul style="list-style-type: none"> Small group instruction in English language development 20-30 minutes a day Benchmark Advance ELD Program GLAD Strategies 	
<p style="text-align: center;">Project Based Learning</p> <p>T1: Given the rapid growth of technology in the 21st century, what</p>	<p style="text-align: center;">Field Trips</p> <ul style="list-style-type: none"> Ocean Beach Clean Up MWD Water Walk 	<p style="text-align: center;">Programs and Events</p> <ul style="list-style-type: none"> Responsive Classroom Colonial Night

<p>must we know and do in order to prepare for human life in space? Models, Reports and Presentations <i>(Science/ELA/ Technology)</i> T2: Colonial Night: Historical Character Speeches <i>(Social Studies/ELA)</i> T3: Climate Change <i>(ELA/chemistry/hydrology)</i></p>	<ul style="list-style-type: none"> • Chabot Space Center • Bay Model • California Academy of Science <i>(Planetarium)</i> • DeYoung <i>(Colonial History)</i> • Environmental Film Festival • Outward Bound • Friday Hikes • Cal Performances <p style="text-align: center;">Visitors</p> <ul style="list-style-type: none"> • Marin Water District • Astronomer • Park Service Staff • Illustrator 	<ul style="list-style-type: none"> • Garden/Nutrition • Maker’s Day • Trout in the Classroom • Outdoor Education Week • PE • Music <ul style="list-style-type: none"> ○ <i>Introduction of guitar, guitar tabs and chords, treble clef, basic strumming patterns and single notes</i> • Art <ul style="list-style-type: none"> ○ <i>Art as a Product of Culture</i>
<p style="text-align: center;">Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> • Common Sense Media Digital Citizen Program <ul style="list-style-type: none"> ○ <i>Super Digital Citizen</i> ○ <i>Cyberbullying</i> ○ <i>Talking Safely Online</i> • With support, use technology, including the internet to produce and publish writing as well as interact and collaborate with others • Keyboard a minimum of two pages in a single sitting • Google Classroom Tools • Internet Research • Video Editing/Presentations • Virtual Field Trips • Blogging • EduPath • Spelling City 	<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • Fountas and Pinnell Reading <i>(As Needed)</i> • MAP • ELA Performance Task • Student Work Samples • Investigations Assessments • Digital Resources • Rubrics • CASSP Summative Assessment 	

LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs

Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.

Scope and Sequence Grade 6

Sixth Grade Theme: Order vs. Chaos

Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Reading Strand</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of text explicitly as well as inferences drawn from the text • Compare and contrast texts in different forms or genres in terms of their approaches to similar themes or topics • Read and comprehend stories, drama and poetry and informational texts including history, science and technical texts at grade level <p>Writing Strand</p> <ul style="list-style-type: none"> • Write arguments by introducing claims with relevant evidence using credible sources • Set specific goals and deadlines in collaborative discussions defining individual roles as needed • Conduct short research projects using to answer a question drawing on several sources <p>Speaking and Listening Strand</p> <ul style="list-style-type: none"> • Analyze ideas presented orally and in diverse media; present claims and finding orally <p>Language Development</p> <ul style="list-style-type: none"> • Vary sentence patterns for meaning, reader/listener interest and style, maintaining consistency in tone and style when writing and speaking 	<ul style="list-style-type: none"> • GLAD • Literature Circles • Grammar and Vocabulary • Presentations • Greek and Roman Mythology • Poetry • Historical Fiction • <i>Holes</i> • Lucy Calkins Writing Workshop <ul style="list-style-type: none"> ○ Personal Narrative ○ Literary Essay ○ Research Papers
<p style="text-align: center;">Math</p> <p>Ratios, Proportions, & The Number System</p> <ul style="list-style-type: none"> • Solve problems involving ratio, rate, and percent concepts by reasoning using various strategies and representations • Apply and extend understanding of operations to divide fractions by fractions using visual models • Divide multi-digit numbers and add, subtract, multiply, and divide multi-digit decimals using the standard algorithms with efficiency 	<ul style="list-style-type: none"> ○ <i>College Preparatory Mathematics: Core Connections</i> • Math Workshop • Technology-Integration • Cooperative/Flexible Grouping • Math/Science Integration • Hands-On Manipulatives • Project-Based Learning • 3 Act Tasks

<ul style="list-style-type: none"> Apply and extend understanding of the number system to rational numbers (positive/negative numbers including decimals & fractions) <p>Expressions & Equations</p> <ul style="list-style-type: none"> Apply and extend understanding of arithmetic and properties of operations to read, write, evaluate, and generate algebraic expressions with variables Represent, reason about, and solve problems involving one-variable equations and inequalities <p>Geometry, Statistics, & Probability</p> <ul style="list-style-type: none"> Solve problems involving area, surface area, and volume using various strategies Plot points and draw polygons in all four quadrants of the coordinate plane Develop understanding of statistical variability by collecting and analyzing data Summarize, describe, and represent distributions of data 	<ul style="list-style-type: none"> Small Group Instruction 	
<p style="text-align: center;">Social Studies</p> <ul style="list-style-type: none"> World History and Geography: Ancient Civilizations <ul style="list-style-type: none"> Mesopotamia, Egypt, Kush Ancient Hebrews Ancient Greece India Early Civilizations China Early Civilizations Development of Rome 	<ul style="list-style-type: none"> <i>History Alive</i> Integrated Student Notebook Geography Cross-Curricular Projects GLAD Current Events 	
<p style="text-align: center;">Science – Earth Sciences</p> <ul style="list-style-type: none"> Space Systems Earth’s Systems Weather and Climate Human Impacts 	<ul style="list-style-type: none"> NGSS Glencoe Textbook Engineering Challenges GLAD Art Integration Cross-Curricular Projects 	
<p style="text-align: center;">ELD Fluent English Proficient Goals</p> <ul style="list-style-type: none"> Speak and understand standard English 	<p style="text-align: center;">ELD Instruction</p> <ul style="list-style-type: none"> Small group instruction in English language development 20-30 minutes a day Approved ELD program 	
<p style="text-align: center;">Project Based Learning</p> <p>T1: Ancient Greece <i>(ELA/History)</i></p> <p>T2: Mummification and Pyramids <i>(History/ELA/Science/Math)</i></p> <p>T3: Science Fair</p>	<p style="text-align: center;">Field Trips</p> <ul style="list-style-type: none"> Environmental Film Festival Outward Bound 	<p style="text-align: center;">Programs and Events</p> <ul style="list-style-type: none"> Responsive Classroom Study and Organizational Skills Instruction Garden/Nutrition Drama with MTC PE Science Fair

<i>(Science, ELA)</i>		<ul style="list-style-type: none"> • Music (Mr. Logan) • Art <ul style="list-style-type: none"> ○ <i>Expression, style, and voice through the content areas</i>
<p>Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> • Common Sense Media Digital Citizen Program <ul style="list-style-type: none"> ○ <i>Digital Life 101</i> ○ <i>Strategic Searching</i> ○ <i>Cyberbullying: Be Upstanding</i> ○ <i>Scams and Schemes</i> ○ <i>A Creator’s Rights</i> • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others • Keyboard a minimum of three pages in a single sitting • Online Research • Google Classroom Tools 		<p style="text-align: center;">Assessment</p> <ul style="list-style-type: none"> • MAP • Student Work Samples • Core Connections Assessments • Digital Resources • Rubrics • CASSP Summative Assessment
<p>LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs</p>		
<p>Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.</p>		

Scope and Sequence Grade 7

Seventh Grade Theme: Power

Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Reading Strand</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of text of text by citing multiple pieces of evidence • Compare and contrast written text to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium • Read and comprehend stories, drama and poetry and literary nonfiction at grade level <p>Writing Strand</p> <ul style="list-style-type: none"> • Write arguments by introducing claims with relevant evidence, acknowledging and addressing opposing claims, supporting counterarguments, using credible sources, creating cohesion and establishing and maintaining a formal style • With some support, plan, revise, edit and rewrite text addressing purpose and audience • Conduct short research projects to answer a question drawing on several sources and generating additional questions for further investigation <p>Speaking and Listening Strand</p> <ul style="list-style-type: none"> • Analyze ideas presented orally and in diverse media; presenting claims and findings orally <p>Language Development</p> <ul style="list-style-type: none"> • Express ideas precisely and concisely while eliminating wordiness and redundancy when writing and speaking. 	<ul style="list-style-type: none"> • GLAD • Novel Study • Primary Source Documents • Nonfiction • Skit Writing • Grammar and Vocabulary • Lucy Calkins Writing Workshop <ul style="list-style-type: none"> ○ Realistic Fiction ○ Writing About Reading ○ Research Based Essays • Book Groups • <i>The Outsiders</i> • <i>Unbroken</i>
<p style="text-align: center;">Math</p> <p>Ratios, Proportions, & The Number System</p> <ul style="list-style-type: none"> • Solve problems involving ratio, rate, and percent concepts by analyzing and utilizing proportional relationships • Apply and extend understanding of operations to add, subtract, multiply, and divide multi-digit rational numbers using various strategies with efficiency 	<ul style="list-style-type: none"> ○ <i>College Preparatory Mathematics: Core Connections</i> • Math Workshop • Technology-Integration • Cooperative/Flexible Grouping • Math/Science Integration • Hands-On Manipulatives • Project-Based Learning

<p>Expressions & Equations</p> <ul style="list-style-type: none"> Apply and extend properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational numbers Represent, generate, and solve multi-step problems involving numerical and algebraic expressions, equations, and inequalities with rational numbers <p>Geometry, Statistics, & Probability</p> <ul style="list-style-type: none"> Describe the relationships between and draw/construct geometrical figures with given attributes using various tools Solve problems involving area and circumference of circles, angle measures, and area, volume, and surface area of 2D and 3D figures Investigate, develop, and use probability processes and models to make predictions, compare probabilities, determine frequencies, draw and compare inferences, and analyze results 	
<p>Social Studies</p> <ul style="list-style-type: none"> World History and Geography: Medieval and Early Modern Times <ul style="list-style-type: none"> Roman Empire Islam and China in the Middle Ages Medieval Africa, Japan and Europe Meso-American and Andean Civilizations Renaissance and Reformation Scientific Revolution Political Changes in 16th-18th Centuries 	<ul style="list-style-type: none"> <i>History Alive</i> Interactive Student Notebook Geography Cross-Curricular Projects GLAD Cornell Notes
<p>Science – Life Science</p> <p>T1:</p> <ul style="list-style-type: none"> Cell Discovery and Using a Microscope Working Cell Model Plant Lab and Dissection <p>T2:</p> <ul style="list-style-type: none"> Punnett Squares and Math Probability Strawberry DNA Extraction Adopting Your Own Baby Dragon (<i>Art Integration</i>) <p>T3:</p> <ul style="list-style-type: none"> You are a Geologist (<i>Interview a Paleontologist</i>) The Effects of Liquid on Rocks Hands-On Geology in Point Reyes 	<ul style="list-style-type: none"> NGSS Glencoe Textbook Engineering Challenges GLAD Art Integration Cross-Curricular Projects
<p>ELD Fluent English Proficient Goals</p> <ul style="list-style-type: none"> Speak and understand standard English 	<p>ELD Instruction</p> <ul style="list-style-type: none"> Small group instruction in English language

		development 20-30 minutes a day
		<ul style="list-style-type: none"> Approved ELD program
<p>Project Based Learning</p> <p>T1: Designing Aztec Board Games <i>(Math/History/Art)</i></p> <p>T2: Ancient Chinese Inventions <i>(Science/History/ELA)</i></p> <p>T1: Medieval Fortifications <i>(History/Science/ELA)</i></p>	<p>Field Trips</p> <ul style="list-style-type: none"> Environmental Festival Outward Bound Exploratorium <i>(Life Sciences)</i> <p>Film <i>(Life)</i></p>	<p>Programs and Events</p> <ul style="list-style-type: none"> Responsive Classroom Garden/Nutrition PE Science Fair Music (Mr. Logan) Art <ul style="list-style-type: none"> <i>Expression, style, and voice through the content areas</i>
<p>Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> Common Sense Media Digital Citizen Program <ul style="list-style-type: none"> <i>My Media</i> <i>A Creator's Responsibilities</i> <i>Safe Online Talk</i> <i>Which Me Should I Be?</i> <i>Gender Stereotypes Online</i> Use technology, including the internet to produce and publish writing, link to and cite sources and interact and collaborate with others Online Research Google Classroom Tools Presentation Tools 	<p>Assessment</p> <ul style="list-style-type: none"> MAP Student Work Samples Core Connections Assessments Digital Resources Rubrics CASSP Summative Assessment 	
<p>LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs</p>		
<p>Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.</p>		

**Scope and Sequence
Grade 8**

Eight Grade Theme: Conflict

Key Standards	Instructional Materials and Methods
<p style="text-align: center;">ELA</p> <p>Reading Strand</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of text by citing multiple pieces of evidence and identifying the evidence that most strongly supports an analysis of text • Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style • Read and comprehend stories, drama and poetry and informational texts including history, science and technical texts at grade level <p>Writing Strand</p> <ul style="list-style-type: none"> • Write arguments by introducing claims with relevant evidence, acknowledging and addressing opposing claims, supporting counterarguments, using credible sources, creating cohesion and establishing and maintaining a formal style • Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration <p>Speaking and Listening Strand</p> <ul style="list-style-type: none"> • Set specific goals and deadlines in collaborative discussions and tracking their progress defining individual roles as needed <p>Language Development</p> <ul style="list-style-type: none"> • Use verbs of various types to achieve effects when writing and speaking 	<ul style="list-style-type: none"> • GLAD • Novel Study • Primary Source Documents • Nonfiction • Speeches • Grammar and Vocabulary • Lucy Calkins Writing Workshop <ul style="list-style-type: none"> ○ Literary Essays ○ Position Papers ○ Investigative Journalism • Book Groups • <i>Long Walk to Water</i> • <i>To Kill a Mockingbird</i>

<p style="text-align: center;">Math</p> <p>The Number System</p> <ul style="list-style-type: none"> • Apply and extend understanding of rational numbers to identify, approximate, and represent irrational numbers <p>Expressions & Equations</p> <ul style="list-style-type: none"> • Apply and extend understanding of exponents to represent and evaluate radicals and integer (positive/negative whole number) exponents using symbols and scientific notation • Graph, interpret, and compare equations to understand the connections between proportional relationships, lines, and linear equations • Solve problems involving linear and systems of equations using various strategies <p>Functions</p> <ul style="list-style-type: none"> • Apply and extend understanding of number patterns to define, evaluate, and compare functions in various formats • Represent, describe, interpret, sketch, and graph functions to model relationships between quantities <p>Geometry, Statistics, & Probability</p> <ul style="list-style-type: none"> • Apply and extend geometric concepts to determine and utilize properties of congruence and similarity using various strategies • Solve problems involving geometric figures using formulas and theorems 	<p style="text-align: center;">Core Resources</p> <ul style="list-style-type: none"> ○ <i>College Preparatory Mathematics: Core Connections</i> • Math Workshop • Technology-Integration • Cooperative/Flexible Grouping • Math/Science Integration • Hands-On Manipulatives • Project-Based Learning
<p style="text-align: center;">Social Studies</p> <ul style="list-style-type: none"> • United States History and Geography: Growth and Conflict <ul style="list-style-type: none"> ○ Founding of the Nation ○ U.S. Constitution and U.S. Government ○ Civil War ○ Reconstruction ○ Industrial Revolution 	<p style="text-align: center;">Core Resources</p> <ul style="list-style-type: none"> ○ <i>History Alive</i> ○ Interactive Student Notebook • Geography • Cross-Curricular Projects • GLAD • Cornell Notes
<p style="text-align: center;">Science - Physical Science</p> <p>T1: Motion and Force</p> <ul style="list-style-type: none"> • Wooden Race Car • Make a Teeter Totter • $D=R*T$ Graphing Lab 	<p style="text-align: center;">Core Resources</p> <ul style="list-style-type: none"> ○ NGSS ○ Glencoe Textbook • Engineering Challenges • GLAD

<p>T2: Structure and Matter</p> <ul style="list-style-type: none"> • Build a Working Atom • I am an Element • Class Atoms (Interpretive Atomic Dance) <p>T3: Chemical Interactions and the Solar System</p> <ul style="list-style-type: none"> • Mapping Our Solar System, • Making Your Own Chemical Reactions • You Are An Element 	<ul style="list-style-type: none"> • Art Integration • Cross-Curricular Projects 	
<p>ELD Fluent English Proficient Goals</p> <ul style="list-style-type: none"> • Speak and understand standard English 		<p>ELD Instruction</p> <ul style="list-style-type: none"> • Small group instruction in English language development 20-30 minutes a day • Approved ELD program
<p>Project Based Learning</p> <p>T1: Bill of Rights <i>(History/ELA)</i></p> <p>T2: How does environment affect culture? Slide Presentation and Working Atom Model <i>(History/ELA/Science/Technology)</i></p> <p>T3: Intolerable Acts: Dramatic Presentation <i>(History/ELA)</i></p>	<p>Field Trips</p> <ul style="list-style-type: none"> • Outward Bound • Exploratorium <i>(Physical Sciences)</i> 	<p>Programs and Events</p> <ul style="list-style-type: none"> • Responsive Classroom • Poetry • Garden/Nutrition • Graduation • PE • Science Fair • Music (Mr. Logan) • Art <ul style="list-style-type: none"> ○ <i>Expression, style, and voice through the content areas</i>
<p>Technology Tools and Information Literacy</p> <ul style="list-style-type: none"> • Common Sense Media Digital Citizen Program <ul style="list-style-type: none"> ○ <i>Trillion-Dollar Footprint</i> ○ <i>Identifying High-Quality Sites</i> ○ <i>The Reality of Digital Drama</i> ○ <i>Cyberbullying: Crossing the Line</i> ○ <i>Rework, Reuse, Remix</i> • Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas 	<p>Assessment</p> <ul style="list-style-type: none"> • MAP • Student Work Samples • Core Connections Assessments • Digital Resources • Rubrics • CASSP Summative Assessment 	

<p>efficiently as well as interact and collaborate with others</p> <ul style="list-style-type: none"> • Online Research • Google Classroom Tools • Presentation Software 	
<p>LCAP and Strategic Plan Goals: Increase Student Achievement ** Ensure High School Readiness ** Hire, Train, and Retain the Best Staff**Optimize Parent Engagement**Develop an Inclusive School Community**Align Resources to Needs</p>	
<p>Mission: To teach our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding.</p>	

Exhibit D: Operational Budget

[to be provided in July 2018]

WILLOW CREEK ACADEMY

**Independent Auditor's Report
and Financial Statements
For the Year Ended
June 30, 2017**

WILLOW CREEK ACADEMY

TABLE OF CONTENTS
June 30, 2017

Independent Auditor’s Report..... 1

Statement of Financial Position 3

Statement of Activities..... 4

Statement of Cash Flows 5

Statement of Functional Expenses 6

Notes to the Financial Statements..... 7

Local Education Agency Organization Structure 11

Schedule of Instructional Time..... 13

Schedule of Average Daily Attendance..... 14

Reconciliation of Annual Financial Report with Audited Financial Statements..... 15

Notes to the Supplementary Information..... 16

Independent Auditor’s Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*..... 17

Independent Auditor’s Report on State Compliance 19

Schedule of Findings and Questioned Costs..... 21

Status of Prior Year Findings and Questioned Costs..... 22



CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Willow Creek Academy
Sausalito, CA

Report on the Financial Statements

We have audited the accompanying financial statements of Willow Creek Academy (the Academy), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the Academy as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated October 25, 2017 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.



CliftonLarsonAllen LLP
Glendora, CA
October 25, 2017

WILLOW CREEK ACADEMY
STATEMENT OF FINANCIAL POSITION
June 30, 2017

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 753,348
Accounts receivable - federal and state	581,073
Accounts receivable - other	8,037
Prepaid expenses and other assets	32,338
Total current assets	<u>1,374,796</u>

LONG-TERM ASSETS:

Property, plant and equipment, net	42,399
Total long-term assets	<u>42,399</u>
Total assets	<u>\$ 1,417,195</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable and accrued liabilities	\$ 300,487
Total current liabilities	<u>300,487</u>

NET ASSETS:

Unrestricted	1,040,369
Temporarily restricted	76,339
Total net assets	<u>1,116,708</u>
Total liabilities and net assets	<u>\$ 1,417,195</u>

The accompanying notes are an integral part of these financial statements.

WILLOW CREEK ACADEMY
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2017

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
REVENUES:			
State revenue:			
State aid	\$ 344,275	\$ -	\$ 344,275
Other state revenue	308,865	-	308,865
Federal revenue:			-
Grants and entitlements	141,409	-	141,409
Local revenue:			-
In-lieu property tax revenue	2,726,766	-	2,726,766
Contributions	32,285	-	32,285
Investment income	375	-	375
Other revenue	<u>665,658</u>	<u>76,339</u>	<u>741,997</u>
Total revenues	<u>4,219,633</u>	<u>76,339</u>	<u>4,295,972</u>
EXPENSES:			
Program services	3,652,077	-	3,652,077
Management and general	<u>406,925</u>	<u>-</u>	<u>406,925</u>
Total expenses	<u>4,059,002</u>	<u>-</u>	<u>4,059,002</u>
Change in net assets	160,631	76,339	236,970
Beginning net assets	<u>879,738</u>	<u>-</u>	<u>879,738</u>
Ending net assets	<u>\$ 1,040,369</u>	<u>\$ 76,339</u>	<u>\$ 1,116,708</u>

The accompanying notes are an integral part of these financial statements.

WILLOW CREEK ACADEMY
STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2017

CASH FLOWS from OPERATING ACTIVITIES:

Change in net assets	\$ 236,970
Adjustments to reconcile change in net assets to net cash flows from operating activities:	
Depreciation	29,101
Change in operating assets:	
Accounts receivable - federal and state	(306,761)
Accounts receivable - other	5,644
Prepaid expenses and other assets	(3,961)
Change in operating liabilities:	
Accounts payable and accrued liabilities	33,679
Net cash flows from operating activities	(5,328)
Net change in cash and cash equivalents	(26,923)
Cash and cash equivalents at the beginning of the year	780,271
Cash and cash equivalents at the end of the year	\$ 753,348

The accompanying notes are an integral part of these financial statements.

WILLOW CREEK ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
For the Year Ended June 30, 2017

	Program Services	Management and General	Total Expenses
Salaries and wages	\$ 2,632,173	\$ 97,220	\$ 2,729,393
Other employee benefits	171,755	10,564	182,319
Payroll taxes	202,243	7,287	209,530
Legal expenses	-	48,664	48,664
Accounting expenses	-	80,000	80,000
Instructional materials	312,631	-	312,631
Other fees for services	185,410	103,298	288,708
Advertising and promotion expenses	565	1,019	1,584
Office expenses	183	34,319	34,502
Printing and postage expenses	-	3,709	3,709
Occupancy expenses	4,867	-	4,867
Conference and meeting expenses	18,039	1,474	19,513
Depreciation expense	29,101	-	29,101
Insurance expense	-	16,131	16,131
Other expenses	16,606	3,240	19,846
	<u>\$ 3,652,077</u>	<u>\$ 406,925</u>	<u>\$ 4,059,002</u>

The accompanying notes are an integral part of these financial statements.

-6-

WILLOW CREEK ACADEMY
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – Willow Creek Academy (the Academy) is a California non-profit public benefit corporation and is organized to operate a K-8 charter school and is sponsored by Sausalito Marin City School District (the District). The charter was granted on March 2001 by the District.

Willow Creek Academy is funded principally through the State of California public education monies received through the California Department of Education and the District.

The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Cash and Cash Equivalents – The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Functional Allocation of Expenses – Costs of providing the Academy’s programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit.

Basis of Presentation – The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States as prescribed by the Financial Accounting Standards Board.

Net Asset Classes – The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Net assets of the Academy are defined as:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the Academy.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The Academy’s temporarily restricted net assets are for capital expenditures and repairs.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

WILLOW CREEK ACADEMY
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Receivables – Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2017. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Property, Plant and Equipment – Property, plant and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset.

Property Taxes – Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Academy is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Compensated Absences – The Academy does not allow employees to carryover unused vacation. Accordingly, there were no accumulated compensated absence benefits at June 30, 2017.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as temporarily restricted. Restricted contributions that are received and released in the same period are reported as unrestricted revenue. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair market value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Income Taxes – The Academy is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The Academy files informational returns in the U.S. federal jurisdiction, and the state of California. The statute of limitations for federal and California state purposes is generally three and four years, respectively.

WILLOW CREEK ACADEMY
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Evaluation of Subsequent Events – The Academy has evaluated subsequent events through October 25, 2017, the date these financial statements were available to be issued.

NOTE 2: CONCENTRATION OF CREDIT RISK

The Academy maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The Academy has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 3: PROPERTY, PLANT AND EQUIPMENT

Property, plant and equipment in the accompanying financial statements is presented net of accumulated depreciation. The Academy capitalizes all expenditures for land, buildings and equipment in excess of \$5,000. Depreciation expense was \$29,101 for the year ended June 30, 2017.

The components of property, plant and equipment as of June 30, 2017 are as follows:

Building	\$ 50,885
Furniture, fixtures, equipment	109,546
Leasehold improvements	<u>3,450</u>
	163,881
Less accumulated depreciation	<u>(121,482)</u>
Property, plant and equipment, net	<u>\$ 42,399</u>

NOTE 4: EMPLOYEE RETIREMENT

Defined Contribution Plan

The Academy offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. Employer and employee contributions are used to purchase annuity contracts for each participant employee. Employer matching contributions are made at the rate equal to 50 percent of the first two percent of elective deferrals for each employee who is eligible for employer contributions. Additionally, the employer may elect to make a discretionary contribution for each qualifying employee for each plan year. The amount of employer contributions used to purchase annuity contracts for the year ended June 30, 2017 was \$78,504.

WILLOW CREEK ACADEMY
NOTES TO THE FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

NOTE 5: CONTINGENCIES

The Academy has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

WILLOW CREEK ACADEMY
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
For the Year Ended June 30, 2017

Willow Creek Academy (the Academy) is a California non-profit public benefit corporation and is organized to operate a K-8 charter school and is sponsored by Sausalito Marin City School District (the District). The charter was granted on March 2001 by the District.

The District granted the charter through June 30, 2019.

The charter school number is 0351.

WILLOW CREEK ACADEMY

**SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2017**

	Instructional Minutes		Traditional Instructional	Status
	Requirement	Actual	Days	
Kindergarten	36,000	58,995	174	In compliance
Grade 1	50,400	55,860	174	In compliance
Grade 2	50,400	55,860	174	In compliance
Grade 3	50,400	56,715	174	In compliance
Grade 4	54,000	56,715	174	In compliance
Grade 5	54,000	56,715	174	In compliance
Grade 6	54,000	56,715	174	In compliance
Grade 7	54,000	56,715	174	In compliance
Grade 8	54,000	56,715	174	In compliance

See independent auditor's report and the notes to the supplementary information.

WILLOW CREEK ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2017

	Second Period Report		Annual Report	
	Classroom		Classroom	
	Based	Total	Based	Total
Grades TK / K-3	177.07	177.07	177.24	177.24
Grades 4-6	133.90	133.90	133.55	133.55
Grades 7-8	63.50	63.50	63.71	63.71
ADA Totals	374.47	374.47	374.50	374.50

See independent auditor's report and the notes to the supplementary information.

WILLOW CREEK ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2017

There were no differences between the unrestricted net assets reported on the June 30, 2017 Annual Financial Report and the audited fund balances (net assets).

See independent auditor's report and the notes to the supplementary information.

-15-

WILLOW CREEK ACADEMY

**NOTES TO THE SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2017**

NOTE 1 – PURPOSE OF SCHEDULES

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Academy and whether the Academy complied with the provisions of the Education Code.

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Willow Creek Academy
Sausalito, CA

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Willow Creek Academy (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, cash flows and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated October 25, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CliftonLarsonAllen LLP
Glendora, CA
October 25, 2017

INDEPENDENT AUDITOR’S REPORT ON STATE COMPLIANCE

Board of Directors
Willow Creek Academy
Sausalito, CA

We have audited Willow Creek Academy’s (the Academy) compliance with the types of compliance requirements described in the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2017. The Academy’s State compliance requirements are identified in the table below.

Management’s Responsibility

Management is responsible for the compliance with the State laws and regulations as identified below.

Auditor’s Responsibility

Our responsibility is to express an opinion on the Academy’s compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academy’s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academy’s compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy’s compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes



INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Not applicable

Opinion on State Compliance

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2017.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2016-2017 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP
Glendora, CA
October 25, 2017

WILLOW CREEK ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements or state awards for June 30, 2017.

WILLOW CREEK ACADEMY
STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
For the Year Ended June 30, 2017

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

Exhibit F: Bylaws of Willow Creek Academy

**BYLAWS
OF
WILLOW CREEK ACADEMY
(A California Non-Profit Public Benefit Corporation)**

ARTICLE I: NAME 1
ARTICLE II: PRINCIPAL OFFICE OF THE CORPORATION..... 1
ARTICLE III: GENERAL AND SPECIFIC PURPOSES; LIMITATIONS 2
ARTICLE IV: CONSTRUCTION AND DEFINITIONS 2
ARTICLE V: DEDICATION OF ASSETS..... 2
ARTICLE VI: CORPORATIONS WITHOUT VOTING MEMBERS..... 3
ARTICLE VII: BOARD OF DIRECTORS..... 3
ARTICLE VIII: OFFICERS OF THE CORPORATION 9
ARTICLE IX: CONTRACTS WITH DIRECTORS AND OFFICERS 11
ARTICLE X: LOANS TO DIRECTORS AND OFFICERS 12
ARTICLE XI: INDEMNIFICATION 12
ARTICLE XII: INSURANCE 12
ARTICLE XIII: MAINTENANCE OF CORPORATE RECORDS 13
ARTICLE XIV: INSPECTION RIGHTS..... 13
ARTICLE XV: REQUIRED REPORTS..... 14
ARTICLE XVI: BYLAW AMENDMENTS 15
ARTICLE XVII: FISCAL YEAR 15

**ARTICLE I:
NAME**

Section 1. NAME. The name of this corporation is Willow Creek Academy.

**ARTICLE II:
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 10 Liberty Ship Way, #94, Sausalito, California 94965, in Marin County, California. The board of directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III:
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote Willow Creek Academy (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV:
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V:
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI:
CORPORATIONS WITHOUT VOTING MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's board of directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the board finds appropriate.

**ARTICLE VII:
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws regarding actions that require approval of the members, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in these bylaws, but subject to the same limitations, the board shall have the power to:

1. Appoint and remove, at the pleasure of the board, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Section 3. VARIABLE NUMBER OF AND QUALIFICATIONS FOR DIRECTORS. The board of directors shall consist of at least five (5) but no more than fifteen (15) directors unless changed by amendment to these bylaws. A minimum of two (2) of the directors shall be parents of children that attend or have applied to attend Willow Creek Academy in the next school year.

The exact number of directors shall be fixed, within those limits, by a resolution adopted by the board of directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the board may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. DESIGNATED DIRECTORS. All directors shall be designated by the existing Board of Directors, except that one (1) director may be appointed by the governing board of the Sausalito Marin City School District (the District Director), at the District's discretion. In the event that the governing board of the Sausalito Marin City School District ("District") fails to appoint the District Director, in any year, on or before April 15 of such year, then the Board of Directors shall appoint such director for that year. If the District appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director if the Corporation desires to ensure an odd number of Board members. Except for the District Director, each director shall hold office for four (4) years and until a successor director has been designated and qualified. The District Director's term shall always be one (1) year. All terms shall commence on July 1 and expire on June 30 of the year of the term.

Section 6. NOMINATIONS. The Chairman of the board or, if none, the President shall appoint a committee to nominate qualified candidates for election to the board at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least ten (10) days before that date of the election, or at such other time as the board may set, and the secretary shall forward to each member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee. Notwithstanding the provisions of this Section 6, the governing board of the Sausalito Marin City School District shall have the exclusive right to select the District Director. In the event that the District fails to appoint the District Director, in any year, on or before April 15 of such year, then the nominating committee shall include the District Director's seat in its report.

Section 7. NOMINEE'S RIGHT TO SOLICIT VOTES. The board shall formulate procedures that allow a reasonable opportunity for a nominee to communicate to directors the nominee's qualifications and the reasons for the nominee's candidacy, a reasonable opportunity for the nominee to solicit votes, and a reasonable opportunity for all members to choose among the nominees. However, if more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the board of directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the board of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the removal of director(s) pursuant to Section 11 below; (d) the increase of the authorized number of directors; (e) the vote of a majority of all directors then in office to remove the director(s) because such director(s) failed to attend three (3) consecutive board meetings or a total of four (4) board meetings in a fiscal year.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the board, if any, or to the president or the secretary, or to the board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the board may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed by the vote of a majority of the members of the entire Board of Directors (if removal is for cause) or by the vote of three-quarters of the members of the entire Board of Directors (if removal is not for cause). The vote may be taken at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the board may be filled by approval of the board or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (2) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 14. PLACE OF BOARD MEETINGS. Meetings of the board shall be held at any place within California that has been designated by resolution of the board or in the notice of the meeting or, if not so designated, at the principal office of the corporation. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and

provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. ANNUAL AND OTHER MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The annual meeting shall occur on the 3rd Wednesday in June of each year. Immediately after each annual meeting, the board shall hold a general meeting for purposes of organization, election of officers, and transaction of other business.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

1. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
2. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the

receiver.

3. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the outset of any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

1. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
2. All votes taken during a teleconference meeting shall be by roll call;
3. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
4. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
5. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 22. NOTICE OF ADJOURNED MEETING. Notice of the time and place of holding an adjourned meeting need not be given unless the original meeting is adjourned for more than 24 hours. If the original meeting is adjourned for more than 24 hours, notice of any adjournment to another time and place shall be given, before the time of the adjourned meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable open meeting law such as the Brown Act,

Section 23. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 24. CREATION OF POWERS OF COMMITTEES. The board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors, to serve at the pleasure of the board. Appointments to committees of the board shall be by majority vote of the directors then in office. The board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the board, to the extent provided in the board resolution, except that no committee may:

1. Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
2. Fill vacancies on the board or any committee of the board;
3. Fix compensation of the directors for serving on the board or on any committee;
4. Amend or repeal bylaws or adopt new bylaws;
5. Amend or repeal any resolution of the board that by its express terms is not so amendable or repealable;
6. Create any other committees of the board or appoint the members of committees of the board;
7. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

8. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the board has not adopted rules, the committee may do so.

Section 26. NOMINATING COMMITTEE: In April of each year, the Board of Directors shall appoint a Nominating Committee comprised of three (3) directors. The Nominating Committee shall meet and place into nomination the names of such directors and other persons that, in their best judgment, can fulfill the duties of Officers of the Corporation. Said nominations will be made at the annual meeting in June of each year. Notwithstanding the recommendations of the Nominating Committee, any director may submit the name of a candidate for an office at the annual meeting.

Section 27. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 28. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII: OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a president, a secretary, and a chief financial officer. The corporation, at the board's direction, may also have a chairman of the board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be deemed appropriate by the board.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be the same person, except that neither the secretary nor the chief financial officer may serve concurrently as either the president or the chairman of the board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation, shall be chosen by the board and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract. Officers shall be elected by the Board of Directors, at the

annual meeting in June of each year, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever comes first.

Section 4. APPOINTMENT OF OTHER OFFICERS. The board may appoint and authorize the chairman of the board, the president, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the board may remove any officer with or without cause. An officer who was not chosen by the board may be removed by any other officer on whom the board confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the board of directors is elected, he or she may preside at board meetings and shall exercise and perform such other powers and duties as the board may assign from time to time. .

Section 9. PRESIDENT. Subject to such supervisory powers as the board may give to the chairman of the board, if any, and subject to the control of the board, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The president may also preside at the Board of Directors' meetings. The president shall have such other powers and duties as the board or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the president is absent or disabled, the vice-presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a vice-president designated by the board, shall perform all duties of the president. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the president. The vice-presidents shall have such other powers and perform such other duties as the board or the bylaws may require.

Section 11. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board may direct, a book of minutes of all meetings, proceedings, and actions of the board, of committees of the board, and of members' meetings. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of directors present at board and committee meetings.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall keep or cause to be kept, at the corporation's principal office or at a place determined by resolution of the board, a record of the corporation's members, showing each member's name, address, and class of membership.

The secretary shall give, or cause to be given, notice of all meetings of the board and of committees of the board that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the board or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The chief financial officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The chief financial officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The chief financial officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the board may designate; (ii) disburse the corporation's funds as the board may order; (iii) render to the president, chairman of the board, if any, and the board, when requested, an account of all transactions as chief financial officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board or the bylaws may require.

If required by the board, the chief financial officer shall give the corporation a bond in the amount and with the surety or sureties specified by the board for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the chief financial officer on his or her death, resignation, retirement, or removal from office.

**ARTICLE IX:
CONTRACTS WITH DIRECTORS AND OFFICERS**

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest).

Section 2. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

**ARTICLE X:
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses by the corporation.

**ARTICLE XI:
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the board by any person seeking indemnification under Corporations Code 5238(b) or 5238(c), the board shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the board shall authorize indemnification.

**ARTICLE XII:
INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

**ARTICLE XIII:
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

1. Adequate and correct books and records of account;
2. Written minutes of the proceedings of its members, board, and committees of the board; and
3. Such reports and records as required by law.

**ARTICLE XIV:
INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the board of directors, and committees of the board at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours.

**ARTICLE XV:
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The board shall cause an annual report to be sent to itself (the board of directors) within sixty (60) days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required in Section 2 of this Article XV of these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross receipts during the fiscal year, provided, however, that the information specified above for inclusion in an annual report must be furnished annually to all directors and to any member who requests it in writing.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$10,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$10,000. For this purpose, an "interested person" is either:

- (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
- (2) Any holder or more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

**ARTICLE XVI:
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created Willow Creek Academy or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

**ARTICLE XVII:
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Willow Creek Academy, a California non-profit public benefit corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on December 11, 2013; and that these bylaws have not been amended or modified since that date.

Executed on December 20, 2013 at Sausalito, California.

Jeff Knowles, Secretary

Exhibit G: Willow Creek Academy Conflict of Interest Code

Willow Creek Academy Policies – BP 9270

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the Willow Creek Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Willow Creek Academy (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Head of School, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

Adopted: February 11, 2009

Amended: December 11, 2013

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
 - A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Head of School
 - E. Consultants¹

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
 - A. Purchasing Manager
 - B. Assistant Business Officer

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
 - A. Information Systems Technician
 - B. Contractor

¹ The Head of School may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Head of School’s determination is a public record and shall be retained for public inspection in the same manner and location as other disclosures made pursuant to this conflict of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Head of School. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Head of School. Investments include the interests described in Category 1.

Exhibit H: Student Achievement Data

2009-2013 API Scores					
Year	Statewide Rank	Similar Schools Rank	API Growth Score	API Growth Target (Actual Growth)	Met Schoolwide Growth Target?
2009-2010	8	10	882	A (+26)	Yes
2010-2011	9	10	889	A (+7)	Yes
2011-2012	9	10	859	A (-30)	Yes
2012-2013	7	9	795	A (-62)	No

“A” means the school or Student Groups scored at or above the statewide performance target of 800 in 2010-2013.

(Source: CDE DataQuest, accessed April 20, 2018.)

Willow Creek Academy, 3-year Average API Scores

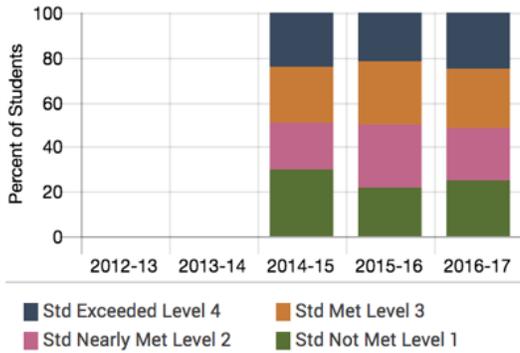
Groups	Number of Students Included in 2011 Growth API	2011 Growth API	Number of Students Included in 2012 Growth API	2012 Growth API	Number of Students Included in 2013 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	136	889	161	859	176	795	848	844
Black or African American	24	781	33	794	35	670	748	743
American Indian or Alaska Native	1		1		0			
Asian	11	938	12	900	19	728	855	832
Filipino	0		0		0			
Hispanic or Latino	51	870	60	828	64	777	825	822
Native Hawaiian or Pacific Islander	0		0		2			
White	30	951	47	936	43	946	944	943
Two or More Races	10		7		13	797		
Socioeconomically Disadvantaged	80	851	94	842	122	745	813	804
English Learners	33	849	46	834	52	761	815	809
Students with Disabilities	10		14	695	21	537		

(Source: California Department of Education Analysis, Measurement, and Accountability Reporting Division, Academic Accountability Unit, accessed March 12, 2018.)

CAASPP English Language Arts/Literacy Results

Willow Creek Academy
CDS Code 21-65474-6118491

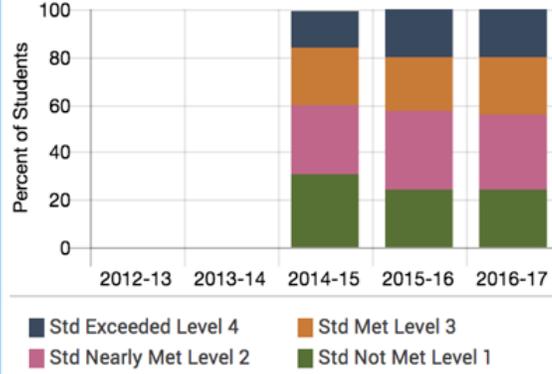
View by student group



CAASPP Mathematics Results

Willow Creek Academy
CDS Code 21-65474-6118491

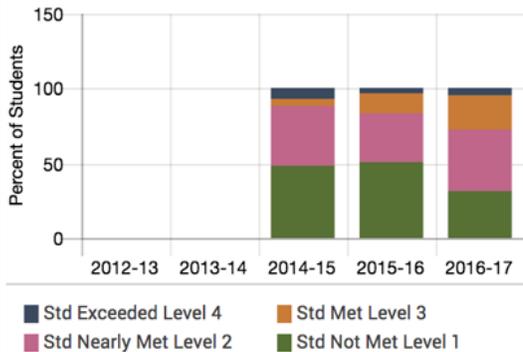
View by student group



CAASPP ELA/Literacy Results for English Learners

Willow Creek Academy
CDS Code 21-65474-6118491

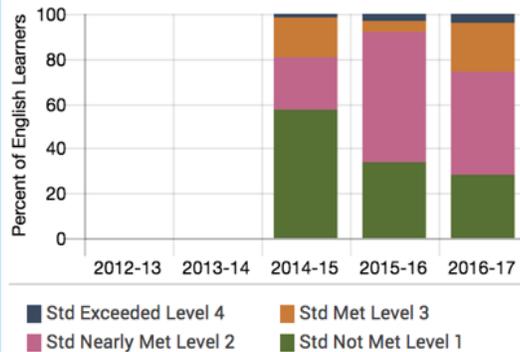
Select options



CAASPP Mathematics Results for English Learners

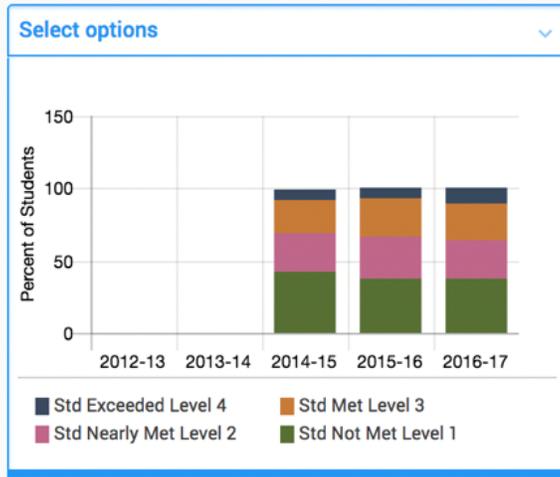
Willow Creek Academy
CDS Code 21-65474-6118491

Select options



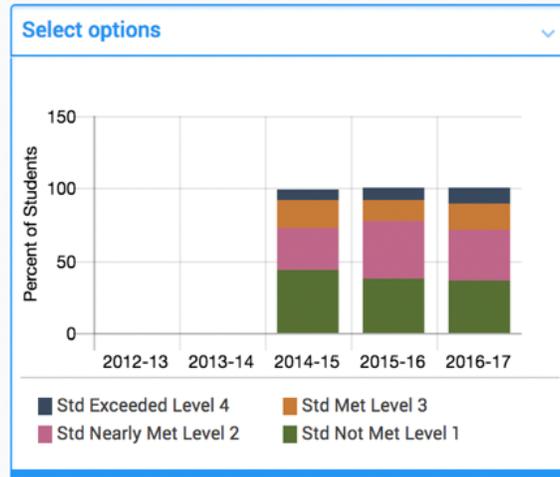
CAASPP ELA/Literacy Results for Economically Disadvantaged Students

Willow Creek Academy
CDS Code 21-65474-6118491



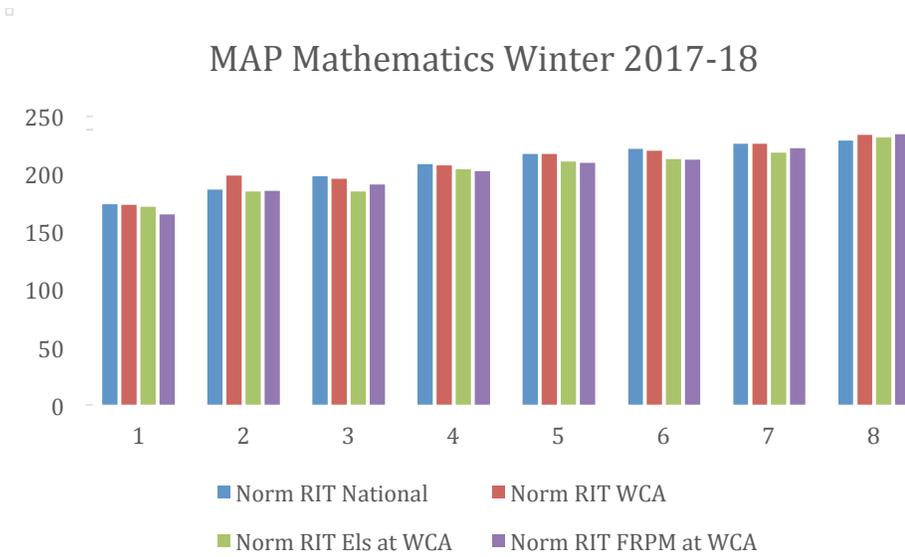
CAASPP Mathematics Results for Economically Disadvantaged Students

Willow Creek Academy
CDS Code 21-65474-6118491

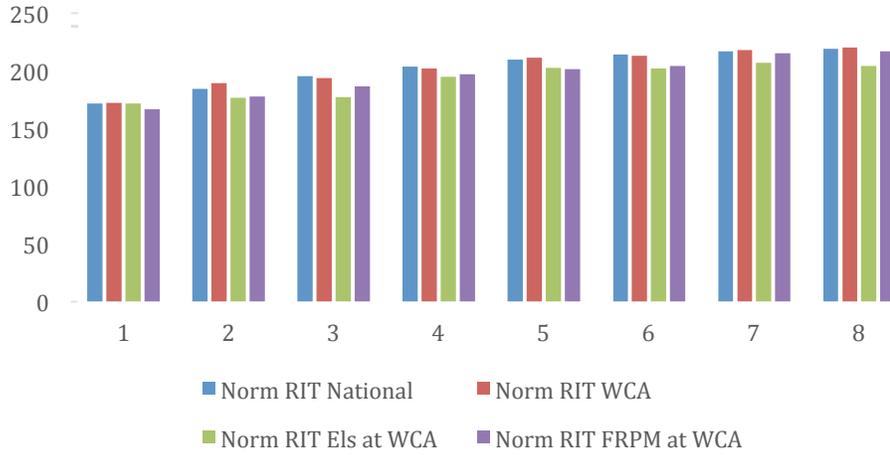


(Source: EdData, accessed March 12, 2018.)

Measures of Academic Progress (“MAP”) RIT Data

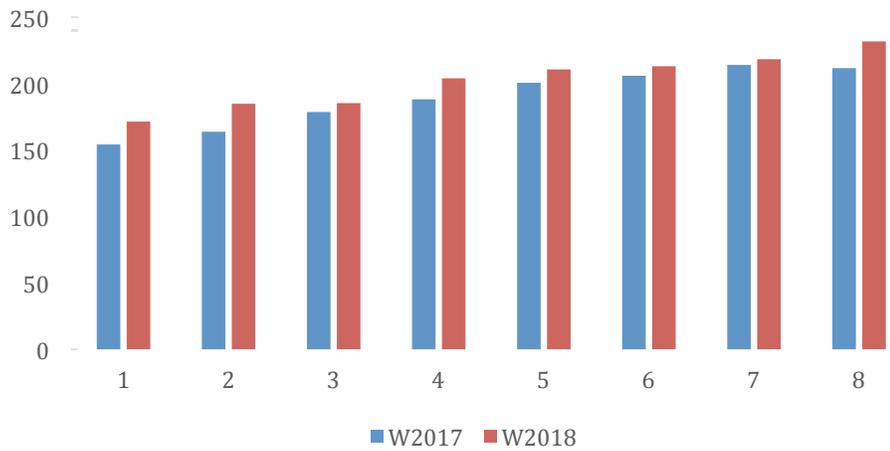


MAP Reading Winter 2017-18

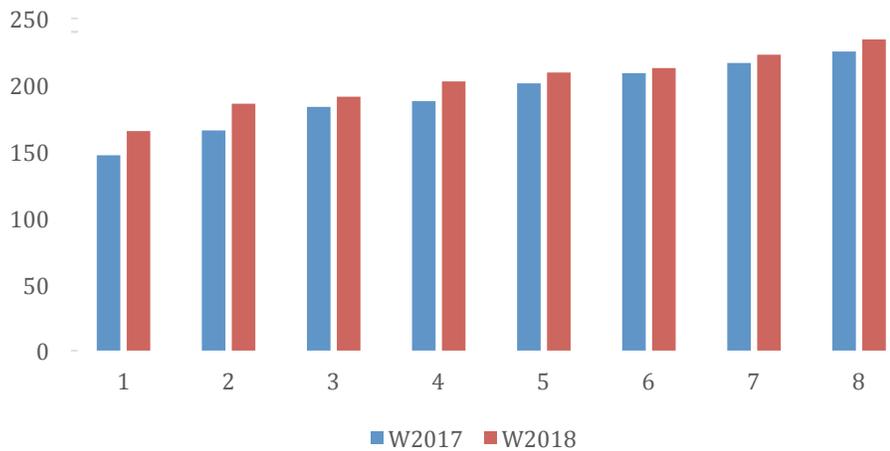


MAP Growth Data: Reading and Math from Winter, 2017 to Winter, 2018.

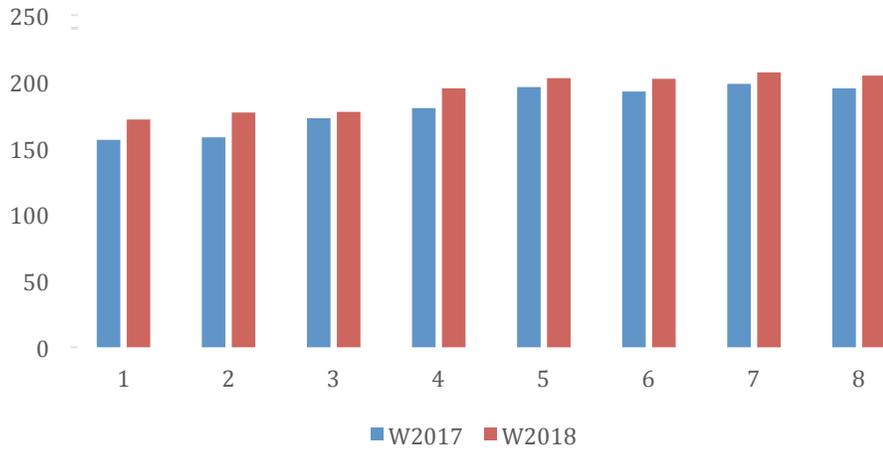
English Learner Growth Math



Low-income Student Growth Math



English Learner Growth Reading



Low-income Student Growth Reading

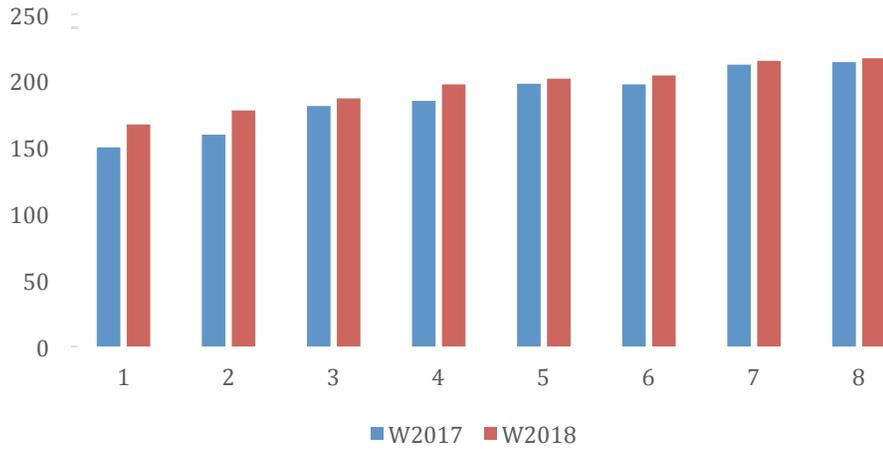


Exhibit I: Willow Creek Academy Local Control and Accountability Plan

LCAP Year X 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name

Willow Creek Academy

Contact Name
and Title

Tara Seekins
Head of School

Email and
Phone

tseekins@willowcreekacademy.org
415-331-7530, ext. 213

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Founded in 2001 by a grassroots movement of community activists, Willow Creek is a public charter school that serves equal numbers of students from Sausalito and Marin City. Willow Creek is dedicated to the following principles:

- 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.

We are fortunate to have an extraordinarily diverse student body, and we take pride that students from so many different backgrounds and beliefs learn to work together and support one another here. As of 2017, our student body is approximately 20% Latino, 40% Caucasian, 15% African-American, 10% Asian, and 15% students who self-identify as multi-ethnic. About 40% of our students' families qualify for free or reduced-price lunch, and about 30% of our students are English learners.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year’s LCAP.

Our 2017-18 LCAP maintains the resources we see as critical to our goal of raising achievement among our students who are socio-economically disadvantaged and/or English Learners: Student Support Specialists who administer our restorative justice program, Math and Literacy Specialists who provide professional development and coaching on curriculum and data analysis, and a Primary Intervention Specialist who gives critical support to our English Learners and at-risk students in grades K-2.

Our LCAP also maintains resources critical to our mission of teaching our children to be courageous and innovative thinkers by challenging them with rigorous academics that integrate the arts, culture and our environment as tools to generate understanding. This includes art, music, and physical education classes at all grade levels; world language instruction in middle school; classroom budgets for instructional materials, field trips, and guest speakers; and a robust garden and nutrition program that includes a high-quality meals program available to all students.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

According to 2015-16 CAASPP data, our English learners have made significant progress in language arts and mathematics. All significant subgroups improved in language arts and mathematics, with the exception of socioeconomically disadvantaged students whose achievement declined by 1.7 points (see below). We attribute our English Learners' progress to the implementation of Guided Language Acquisition Design (GLAD) strategies and increased professional development in language acquisition. We attribute our progress in language arts and mathematics to coaching and support provided by our instructional specialists.

While our suspension rate rose slightly from 2014-15 to 2015-16, our overall trajectory is positive: our suspension rate has halved following the introduction of restorative practices in 2011-12.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Our low-income students, African American students, and students with disabilities are over-represented in our 2015-16 discipline data. In fact, our overall suspension rate rose from 2014-15 to 2015-16, due to insufficient student support and counseling resources as our total school population increased. Those deficiencies have been corrected in the 2016-17 school year, and preliminary data suggest our overall suspension rate and our sub-group suspension rates will drop significantly in this current school year.

In addition, we feel it is imperative to maintain the instructional specialist support that produced modest gains in 2015-16 so that we can leverage these gains and address the specific needs of our socio-economically disadvantaged students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Our data do not show significant performance gaps. A performance gap of two levels exists in only one area: mathematics achievement for low-income students. We intend to address this gap by directing additional math specialist support toward coaching our teachers as they continue to develop proficiency in implementing Common Core math curricula. We are also targeting additional math and literacy support toward at-risk students at the primary level through small-group support from our Primary Intervention Specialist and through our newly implemented K-1 Summer Academy.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We significantly increased our support for low-income students and English learners in 2016-17 by increasing our counseling and student support resources from 1.0 FTE to 1.6 FTE, by adding a .8 FTE literacy specialist, by adding a 1.0 FTE primary intervention specialist, and by systematizing coaching and professional development so that these strategies respond directly to our LCAP goals. While this document leans heavily on state data generated in 2015-16, local data generated to date in 2016-17 suggest improvements, attributable to these increased resources, in these key areas.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$4,113,648
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$4,080,648

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The only general fund budget expenditure that doesn't fit within the academic, climate, operational, or programmatic goals of our LCAP is our depreciation expense of \$33,000.

\$3,274,980

Total Projected LCFF Revenues for LCAP Year

ANNUAL UPDATE

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1: ELA

By 2018-19, 70% of all students in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP, and 80% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the Spring, 2019 MAP administration. By 2018-19, 55% of socioeconomically disadvantaged students in grades 3-8 and 40% of English Learners in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP. By 2018-19, 55% of socioeconomically disadvantaged students in grades 1-2 and 50% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the Spring, 2019 MAP administration.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

In 2016-17, 60% of all students in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP, and 70% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the spring trimester MAP administration. In 2016-17, 45% of socioeconomically disadvantaged students in grades 3-8 and 30% of English Learners in grades 3-8 will score at the proficient or advanced level in ELA on the CAASPP. 45% of socioeconomically disadvantaged students in grades 1-2 and 40% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Reading on the spring trimester MAP administration.

ACTUAL

50% of all students in grades 3-8 scored at the proficient or advanced level in ELA on the 2016 CAASPP administration. 35% of socioeconomically disadvantaged students in grades 3-8 and 16% of English Learners in grades 3-8 scored at the proficient or advanced level in ELA on the 2016 CAASPP administration.
 Unknown. Data for 2016-17 CAASPP administration will be available in August, 2017.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

ELA: Progress Monitoring

PLANNED

- MAP assessments will be administered each trimester.
- Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies.
- Primary Intervention Specialist will monitor at-risk K-2 students and provide bi-weekly feedback to classroom teachers.
- Literacy Specialist will develop writing rubrics for standards at each grade level and facilitate development of writing portfolios

ACTUAL

All of these planned actions/activities was implemented fully, with the exception of development of the writing rubrics and portfolios.
 Literacy Specialist has begun developing writing rubrics for standards at each grade level and developing writing portfolios for each student, but this work is not yet complete.

	<p>for each student.</p> <ul style="list-style-type: none"> Administration will provide coaching and support to ensure strategies are aligned. 	
Expenditures	<p>BUDGETED</p> <p>Lead Teacher Stipends: \$3,000</p> <p>Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,354,054</p> <p>Administrator Salaries: \$202,620</p> <p>Instructional Supplies and Curricula: \$118,982</p> <p>BTSA: \$6,000</p> <p>Substitute Teachers: \$31,000</p>	<p>ESTIMATED ACTUAL</p> <p>Lead Teacher Stipends: \$3,000</p> <p>Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,390,969</p> <p>Administrator Salaries: \$222,620</p> <p>Instructional Supplies and Curricula: \$121,172</p> <p>BTSA: \$9,000</p> <p>Substitute Teachers: \$31,000</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of our ELA plan is well underway, but the writing rubrics and portfolios our team had planned are not yet complete. Teachers are conversant in MAP assessments as formative assessment tools and are engaged with Literacy Specialist in setting individual goals based on each student’s assessment data. In the primary grades, teachers and Primary Intervention Specialist utilize teacher-created assessments to monitor progress.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	MAP benchmark data and teacher-created assessment data indicate steady progress toward ELA goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures and estimated actual expenditures track closely based on our second interim budget revisions. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not make significant changes to this goal, but we will refocus the Literacy Specialist’s work on developing a local writing rubric and individual student writing portfolios to enhance data in 2017-18.

Action 2

<p>Actions/Services:</p> <p>ELA: Professional</p>	<p>PLANNED</p> <ul style="list-style-type: none"> Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) 	<p>ACTUAL</p> <p>Each of these planned actions/services was implemented fully, with the exception of Reader’s Workshop book study.</p>
--	---	---

Development and Curriculum

- training.
- New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.
 - Lead Teachers will facilitate Reader’s and Writer’s Workshop book study.
 - Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.
 - Literacy Specialist and Primary Intervention Specialist will provide coaching and feedback to all staff teaching ELA, including Assistant Teachers.
 - Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.

Expenditures

BUDGETED
 Assistant Teacher Salaries: \$161,780
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,354,054
 Administrator Salaries: \$202,620
 Staff Development: \$25,000
 Instructional Supplies and Curricula: \$118,982
 BTSA: \$6,000
 Substitute Teachers: \$31,000

ESTIMATED ACTUAL
 Assistant Teacher Salaries: \$161,460
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,390,969
 Administrator Salaries: \$222,620
 Staff Development: \$30,000
 Instructional Supplies and Curricula: \$121,172
 BTSA: \$9,000
 Substitute Teachers: \$31,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation was complete. Drawing largely from internal resources in the form of expertise brought by instructional specialists and administration, our team provided our staff with rigorous and continuous professional development in English Language Arts.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

MAP
 Teacher data re: effectiveness of PD provided by Literacy Specialist
 Assistant Teacher feedback

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actual expenditures track closely based on our second interim budget revisions. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not make significant changes to this goal.

Action 3

Actions/Services:
ELA:
Intervention

PLANNED

- Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD.
- Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.
- Administration will facilitate SSTs for students who need additional support.
- After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.
- After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.

ACTUAL

Each of the school-day interventions was implemented fully, and planning is well underway for the K-1 Summer Academy in 2017. The after-school program continues to focus on enrichment activities, homework completion, and play, without a strong academic component.

Expenditures

BUDGETED

Assistant Teacher Salaries: \$161,780
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist): \$1,354,054
 Administrator Salaries: \$202,620
 Staff Development: \$25,000
 Instructional Supplies and Curricula: \$118,982
 BTSA: \$6,000
 Substitute Teachers: \$31,000

ESTIMATED ACTUAL

Assistant Teacher Salaries: \$161,460
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist): \$1,390,969
 Administrator Salaries: \$222,620
 Staff Development: \$30,000
 Instructional Supplies and Curricula: \$121,172
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 After-school Staff Salaries: \$184,877

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Primary grade teachers report at-risk students in grades K-2 have made significant progress on local assessments thanks to the support of the Primary Intervention Specialist. Assistant Teachers report Literacy Specialist has provided effective training in early literacy strategies, including the Soliday System, and that the students they teach in small groups are making steady progress toward individual goals. Our SST process is robust and effectively connects students with school and community-based resources. The after-school program leadership team is looking ahead to 2017-18 with a focus on hiring staff who have the skills and knowledge to operationalize a strong after-school academic program.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>MAP K-2 Feedback re; Primary Intervention Specialist AT Feedback</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Salaries for after-school program staff were inadvertently excluded from this section the 2016-17 LCAP. This information has been added to the estimated actual expenditures here. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>We will not make significant changes to this goal. However, we will reframe our after school intervention as a pilot program for 2017-18 and make an effort to enlist certificated staff on an extended duty or flex-time basis to provide after school intervention. We will also add a K-1 Summer Academy to provided targeted intervention for at-risk students in the primary grades.</p>

Action 4

Actions/Services:
ELA:
Community Engagement

PLANNED	ACTUAL
<ul style="list-style-type: none"> • Literacy specialist will facilitate Family Literacy Nights. • Literacy Specialist and Primary Intervention Specialist will provide parent education in multiple languages on the following topics: <ul style="list-style-type: none"> ○ Project-based Learning ○ Differentiation (including use of Leveled Reading Library) ○ Our scope and sequence ○ Standardized testing (including test preparation strategies and resources families can use at home) • SSC and ELAC will monitor progress toward goals and provide feedback on interventions. • Administration will work with school 	<p>Each of these planned actions/services was implemented fully. Administration provided additional support with parent education around standardized testing.</p>

	leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.	
Expenditures	BUDGETED Assistant Teacher Salaries: \$161,780 Teacher Salaries (includes Literacy Specialist): \$1,354,054 Administrator Salaries: \$202,620	ESTIMATED ACTUAL Assistant Teacher Salaries: \$161,460 Teacher Salaries (includes Literacy Specialist): \$1,390,969 Administrator Salaries: \$222,620

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All actions/services were implemented as planned. In addition to these actions/services, Literacy Specialist took the lead on digital literacy training for families and staff and enhanced our partnerships with the journalism program at Tamalpais High School and the educational program at Marin Theater Company.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Family Survey Data
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures and estimated actual expenditures track closely based on our second interim budget revisions. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not make significant changes to this goal, but we will add engagement with Raising a Reader to our 2017-18 LCAP to increase family engagement in early literacy.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 2: Math</h2>	<p>By 2018-19, 70% of all students in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP, and 85% of all students in grades 1-2 will score in the average, high-average, or high achievement bands on the Spring, 2019 MAP administration. By 2018-19, 55% of socioeconomically disadvantaged students in grades 3-8 and 40% of English Learners in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP. By 2018-19, 65% of socioeconomically disadvantaged students in grades 1-2 and 60% of English Learners in grades 1-2 will score at in the average, high-average, or high achievement bands in Math on the Spring, 2019 MAP administration.</p>
--	---

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

In 2016-17, 50% of all students in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP, and 75% of all students in grades 1-2 will score in the average, high-average, or high achievement bands in Math on the spring trimester MAP administration. 40% of socioeconomically disadvantaged students in grades 3-8 and 35% of English Learners in grades 3-8 will score at the proficient or advanced level in Math on the CAASPP. 50% of socioeconomically disadvantaged students in grades 1-2 and 55% of English Learners in grades 1-2 will score in the average, high-average, or high achievement bands in Math on the spring trimester MAP administration.

ACTUAL

46% of all students in grades 3-8 scored at the proficient or advanced level in Math on the 2016 CAASPP. 23% of socioeconomically disadvantaged students in grades 3-8 and 16% of English Learners in grades 3-8 scored at the proficient or advanced level in Math on the 2016 CAASPP.
 Unknown. Data for 2016-17 CAASPP administration will be available in August, 2017.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

Math 1: Progress Monitoring

PLANNED

- MAP assessments will be administered each trimester.
- Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies.
- Math Specialist will coach teachers on Math Talks, and

ACTUAL

Each of these planned actions/services was implemented fully.

In addition:

- Math Specialist coached teachers on Math Talks, and teachers will implement as informal checks for understanding.

Expenditures

<p>teachers will implement as informal checks for understanding.</p> <ul style="list-style-type: none"> Primary Intervention Specialist will monitor at-risk K-2 students and provide bi-weekly feedback to classroom teachers. Administration will provide coaching and support to ensure strategies are aligned. 	<ul style="list-style-type: none"> Primary Intervention Specialist monitored at-risk K-2 students and provide bi-weekly feedback to classroom teachers.
<p>BUDGETED</p> <p>Lead Teacher Stipends: \$3,000</p> <p>Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,354,054</p> <p>Administrator Salaries: \$202,620</p> <p>Instructional Supplies and Curricula: \$118,982</p> <p>BTSA: \$6,000</p> <p>Substitute Teachers: \$31,000</p>	<p>ESTIMATED ACTUAL</p> <p>Lead Teacher Stipends: \$3,000</p> <p>Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,390,969</p> <p>Administrator Salaries: \$222,620</p> <p>Instructional Supplies and Curricula: \$121,172</p> <p>BTSA: \$9,000</p> <p>Substitute Teachers: \$31,000</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFE Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of our Math plan is well underway. Teachers are conversant in MAP assessments as formative assessment tools and are engaged with Math Specialist in setting individual goals based on each student’s assessment data. In the primary grades, teachers and Primary Intervention Specialist utilize teacher-created assessments to monitor progress.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	MAP benchmark data and teacher-created assessment data indicate steady progress toward Math goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures and estimated actual expenditures track closely based on our second interim budget revisions. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not make significant changes to this goal, but we will expand it to include the additional strategies (noted above) that helped us to monitor progress more effectively.

Actions/Services:

**Math 2:
Professional
Development and
Curriculum**

PLANNED

- Teachers and paraprofessionals in each grade level family will complete professional development in Common Core math.
- New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.
- Lead Teachers will support grade-level teams
- Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.
- Math Specialist will provide coaching and feedback to all staff teaching Math.
- Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.

ACTUAL

Each of these planned actions/services was implemented fully.

Expenditures

BUDGETED

Assistant Teacher Salaries: \$161,780
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,354,054
 Administrator Salaries: \$202,620
 Staff Development: \$25,000
 Instructional Supplies and Curricula: \$118,982
 BTSA: \$6,000
 Substitute Teachers: \$31,000

ESTIMATED ACTUAL

Assistant Teacher Salaries: \$161,460
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,390,969
 Administrator Salaries: \$222,620
 Staff Development: \$30,000
 Instructional Supplies and Curricula: \$121,172
 BTSA: \$9,000
 Substitute Teachers: \$31,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation was complete. Drawing largely from internal resources in the form of expertise brought by instructional specialists and administration, our team provided our staff with rigorous and continuous professional development in Math.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

MAP
 Primary Intervention data

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actual expenditures track closely based on our second interim budget revisions. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not make significant changes to this goal.

Action 3

Actions/Services:
Math 3:
Intervention

PLANNED

- Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.
- Administration will facilitate SSTs for students who need additional support.
- After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.
- After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.

ACTUAL

Each of the school-day interventions was implemented fully, and planning is well underway for the K-1 Summer Academy in 2017. The after-school program continues to focus on enrichment activities, homework completion, and play, without a strong academic component.

Expenditures

BUDGETED

Assistant Teacher Salaries: \$161,780
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,354,054
 Administrator Salaries: \$202,620
 Staff Development: \$25,000
 Instructional Supplies and Curricula: \$118,982
 BTSA: \$6,000
 Substitute Teachers: \$31,000

ESTIMATED ACTUAL

Assistant Teacher Salaries: \$161,780
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,354,054
 Administrator Salaries: \$202,620
 Staff Development: \$25,000
 Instructional Supplies and Curricula: \$118,982
 BTSA: \$6,000
 Substitute Teachers: \$31,000
 After-school Staff Salaries: \$184,877

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Primary grade teachers report at-risk students in grades K-2 have made significant progress on local assessments thanks to the support of the Primary Intervention Specialist. Our SST process is robust and effectively connects students with school and community-based resources. The after-school program leadership team is looking ahead to 2017-18 with a focus on hiring staff who have the skills and knowledge to operationalize a strong after-school academic program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

MAP
K-2 Feedback re; Primary Intervention Specialist
AT Feedback

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salaries for after-school program staff were inadvertently excluded from this section the 2016-17 LCAP. This information has been added to the estimated actual expenditures here. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not make significant changes to this goal. However, we will reframe our after school intervention as a pilot program for 2017-18 and make an effort to enlist certificated staff on an extended duty or flex-time basis to provide after school intervention. We will also add a K-1 Summer Academy to provided targeted intervention for at-risk students in the primary grades.

Action 4

Actions/Services:
Math 4:
Community
Engagement

PLANNED	ACTUAL
<ul style="list-style-type: none"> • Math specialist will facilitate Family Math Nights. • Math Specialist and Primary Intervention Specialist will provide parent education in multiple languages on the following topics: <ul style="list-style-type: none"> ○ Project-based Learning ○ Differentiation ○ Our scope and sequence ○ Standardized testing (including test preparation strategies and resources families can use at home) • Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning. 	<p>Each of these actions/activities was implemented fully. Family Math Night was transformed into a series of Math Workshops open to all community members, including Marin County School Volunteers.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
Assistant Teacher Salaries: \$161,780	Assistant Teacher Salaries: \$161,460
Teacher Salaries (includes Literacy Specialist): \$1,354,054	Teacher Salaries (includes Literacy Specialist): \$1,390,969
Administrator Salaries: \$202,620	Administrator Salaries: \$222,620

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of planned activities was complete.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Family Survey Data
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures and estimated actual expenditures track closely based on our second interim budget revisions. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not make significant changes to this goal.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 3: ELD</h2>	<p>By 2018-19, 95% of English Learners (ELs) continuously enrolled at WCA will advance by at least one CELDT level each year. The reclassification rate will meet or exceed the state target of .22.</p>
---	--

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<p>In 2016, 85% of ELs will progress at least one CELDT level. The reclassification rate will rise to .22.</p>	<p>In the 2016 CELDT administration, 48% of ELs progressed at least one CELDT level. An additional 42% of ELs maintained at their 2015 CELDT level. Our reclassification rate in 2016-17 was .25.</p>
--	---

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

ELD 1: Progress Monitoring

<p>PLANNED</p> <ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies keyed to supporting ELs. CELDT will be administered annually and administration will calculate and share progress data and reclassification data. 	<p>ACTUAL</p> <p>Each of these actions/activities was implemented fully. Primary Intervention Specialist administered CELDT to students in grades K-2. Literacy Specialist supported data analysis.</p>
<p>BUDGETED</p> <p>Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Primary</p>	<p>ESTIMATED ACTUAL</p> <p>Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Math Specialist and Primary</p>

Expenditures

Intervention Specialist): \$1,354,054
 Substitute Teachers: \$31,000

Intervention Specialist): \$1,354,054
 Substitute Teachers: \$31,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Implementation of planned activities was complete.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We were effective at monitoring progress. We exceeded our goal with regard to reclassification, but we did not see the CELDT level growth from 2015 to 2016 that we had hoped to see. Our expectation is that the additional strategies that were implemented in 2016-17 will result in significant progress in the 2017 CELDT administration.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>None</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>We will not make significant changes to this goal.</p>

Action 2

Actions/Services:

ELD 2:
 Professional Development and Curriculum

PLANNED	ACTUAL
<ul style="list-style-type: none"> Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training. New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation. Lead Teachers will facilitate Reader’s and Writer’s Workshop book study. Veteran WCA staff will mentor new WCA staff through BTSa and Intern programs. Literacy Specialist will provide coaching 	<p>Planned actions/services were completed, with the exception of Reader’s Workshop book study. Literacy Specialist provided additional leadership piloting and adopting Benchmark designated ELD curriculum and facilitating professional development for teachers and assistant teachers using the program.</p>

<p>and feedback to all staff teaching ELs.</p> <ul style="list-style-type: none"> Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals (including ELD and GLAD strategies). 	
<p>BUDGETED</p> <p>Assistant Teacher Salaries: \$161,780 Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,354,054 Administrator Salaries: \$202,620 Staff Development: \$25,000 Instructional Supplies and Curricula: \$118,982 BTSA: \$6,000 Substitute Teachers: \$31,000</p>	<p>ESTIMATED ACTUAL</p> <p>Assistant Teacher Salaries: \$161,460 Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,390,969 Administrator Salaries: \$222,620 Staff Development: \$30,000 Instructional Supplies and Curricula: \$121,172 BTSA: \$9,000 Substitute Teachers: \$31,000</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The overall implementation was complete. Teacher-leaders at multiple grade levels attended GLAD training and conducted observations in GLAD classrooms in Marin County. We have not yet fully leveraged the trainer-of-trainers model with regard to ELD strategies, and we will add ELD Deep Dive sessions to our professional development schedule in 2017-18.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>CELDT Teacher survey</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Budgeted expenditures and estimated actual expenditures track closely based on our second interim budget revisions. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>The goal will be modified to include additional professional development in ELD strategies in the form of ELD Deep Dives added to our professional development schedule in 2017-18 and to include follow-up professional development as teachers and assistant teachers develop proficiency implementing the Benchmark curriculum.</p>

Action 3

Actions/Services:

ELD 3:
Intervention

PLANNED	ACTUAL
<ul style="list-style-type: none"> Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD using approved curriculum. Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis. Administration will facilitate SSTs for students who need additional support. After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4. <p>After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.</p>	<p>Each of the school-day interventions was implemented fully, and planning is well underway for the K-1 Summer Academy in 2017. The after-school program continues to focus on enrichment activities, homework completion, and play, without a strong academic component.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>Assistant Teacher Salaries: \$161,780 Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,354,054 Administrator Salaries: \$202,620 Staff Development: \$25,000 Instructional Supplies and Curricula: \$118,982 BTSA: \$6,000 Substitute Teachers: \$31,000</p>	<p>Assistant Teacher Salaries: \$161,460 Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Literacy Specialist): \$1,390,969 Administrator Salaries: \$222,620 Staff Development: \$30,000 Instructional Supplies and Curricula: \$121,172 BTSA: \$9,000 Substitute Teachers: \$31,000 After-school Staff Salaries: \$184,877</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Primary grade teachers report at-risk students in grades K-2 have made significant progress on local assessments thanks to the support of the Primary Intervention Specialist. Assistant Teachers report Literacy Specialist has provided **Draft** training in early literacy strategies, including the Soliday System, and that the students they teach in small groups are making steady progress toward individual goals. Our SST process is robust and effectively connects students with school and community-based resources. The after-school program leadership team is looking ahead to 2017-18 with a focus on hiring staff who have the skills and knowledge to operationalize a strong after-school academic program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CELDT

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salaries for after-school program staff were inadvertently excluded from this section the 2016-17 LCAP. This information has been added to the estimated actual expenditures here. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not make significant changes to this goal. However, we will reframe our after school intervention as a pilot program for 2017-18 and make an effort to enlist certificated staff on an extended duty or flex-time basis to provide after school intervention. We will also add a K-1 Summer Academy to provided targeted intervention for at-risk students in the primary grades.

Action 4

Actions/Services:
ELD 4:
Community Engagement

PLANNED

- Administration will communicate CELDT results and ELD plan to families of ELs.
- ELAC will monitor progress toward goals and provide feedback on interventions.
- Literacy specialist will facilitate Family Literacy Nights, with emphasis on including bilingual families.
- Literacy Specialist, Math Specialist, and Primary Intervention Specialist will provide parent education in multiple languages on the following topics:
 - Project-based Learning
 - Differentiation (including use of Leveled Reading Library)
 - Our scope and sequence
- ELAC will monitor progress toward goals and provide feedback on interventions.

ACTUAL

Planned actions/services were completed. We have been challenged around providing meaningful language access during parent education sessions; we have simultaneous translation equipment but need a more systematic way of accessing live translators.

Expenditures

BUDGETED

Assistant Teacher Salaries: \$161,780
 Teacher Salaries (includes Literacy Specialist): \$1,354,054
 Administrator Salaries: \$202,620

ESTIMATED ACTUAL

Assistant Teacher Salaries: \$161,460
 Teacher Salaries (includes Literacy Specialist): \$1,390,969
 Administrator Salaries: \$222,620

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Planned actions/services were completed. We have been challenged around providing meaningful language access during parent education sessions; we have simultaneous translation equipment but need a more systematic way of accessing live translators.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SSC/ELAC sign-in
 EL family participation in parent education sessions
 EL family participation in family survey
 EL family participation in LCAP development

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actual expenditures track closely based on our second interim budget revisions. Teacher and administrator salaries were slightly higher than expected due to staffing changes made after the June budget was approved.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will remain substantially the same; we will enlist the support of our Parent Council to develop a roster of volunteer translators and their availability.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 4: Climate

The suspension rate for low-income students will maintain below .05, per US Dept. of Education guidelines.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 x3 4 x5 x6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

The suspension rate for low-income students will maintain below .05, per US Dept. of Education guidelines.

WCA's school-wide suspension rate was .07 in 2012-13. It fell to .03 in 2013-14. It was .02 in 2014-15 and .037 in 2015-16. The suspension rates for low-income students were .07 in 2013-14, .05 in 2014-15, .08 in 2015-16, and—to date—.xx in 2016-17. Of 11 unique students suspended to date in 2016-17, 7 were low-income students and 1 was a student with a disability. Of 35 unique students who received discipline referrals to date in 2016-17, 10 were low-income students and 6 were students with disabilities. To date, our suspension rate for low income students is .04 (7/164) and our suspension rate for students with disabilities is .027 (1/36).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	Administration will maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff.	Planned actions/services were implemented, and Student Support Specialists assisted administration in maintaining discipline data. In addition, administration provided regular updates on discipline data to staff and to Board of Directors.
Expenditures	BUDGETED Student Support Specialist Salaries: \$115,767 Administrator Salaries: \$202,620	ESTIMATED ACTUAL Student Support Specialist Salaries: \$115,767 Administrator Salaries: \$222,620

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Planned actions/services were implemented fully.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Preliminary data suggest actions/services have been effective to achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures and estimated actual expenditures track closely. Administrator salaries were higher than anticipated due to a staffing change.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not make changes to this goal.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

2

Actions/Services

Climate 2:
Professional Development and Curriculum

PLANNED	ACTUAL
<ul style="list-style-type: none"> Staff new to WCA will receive professional development in Responsive Classroom. Veteran WCA staff will support beginning teachers in implementing Responsive Classroom and progressive discipline through BTSA and Intern programs. Student Support Specialists will receive additional professional development in Restorative Justice. Administration will provide formal and informal feedback on classroom management and implementation of Responsive Classroom and restorative justice. 	<p>Each of these actions/services was implemented fully. In addition, student support specialists received additional professional development in trauma-informed practice.</p>
BUDGETED	ESTIMATED ACTUAL
<p>Student Support Specialist Salaries: \$115,767 Counselors: \$75,000 Teacher Salaries: \$1,469,494 Administrator Salaries: \$202,620 Staff Development: \$25,000 BTSA: \$6,000</p>	<p>Student Support Specialist Salaries: \$115,767 Counselors: \$75,000 Teacher Salaries: \$1,390,969 Administrator Salaries: \$222,620 Staff Development: \$30,000 BTSA: \$6,000</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Planned actions/services were implemented fully.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Preliminary data suggest actions/services have been effective to achieve the articulated goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures and estimated actual expenditures track closely. Administrator salaries and teacher salaries were slightly higher than anticipated due to staffing changes.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not make significant changes to this goal.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3**

Actions/Services
Climate 3:
Intervention

PLANNED	ACTUAL
<ul style="list-style-type: none"> Team of three Student Support Specialists will provide targeted intervention and implement tiered Restorative Justice program. Counseling services will be provided through Bay Area Community Resources. 	Each of these actions/services was implemented fully.

Expenditures

BUDGETED
Student Support Specialist Salaries: \$115,767 Counselors: \$75,000

ESTIMATED ACTUAL
Student Support Specialist Salaries: \$115,767 Counselors: \$75,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Planned actions/services were implemented fully.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Preliminary data suggest actions/services have been effective to achieve the articulated goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures and estimated actual expenditures track closely. Administrator salaries and teacher salaries were slightly higher than anticipated due to staffing changes.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not make significant changes to this goal.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

4

Actions/Services

Climate 4:
Family
Engagement

PLANNED
<ul style="list-style-type: none"> Administration will facilitate Student Study Teams (SSTs) to address the root causes of misbehavior. Teams will include representatives from community based organizations, families, counselors, CASAs, and social workers, as appropriate. Student Support Specialists will maintain open lines of communication with families to facilitate collaboration.

ACTUAL
Each of these actions/services was implemented fully.

Expenditures

	BUDGETED	ESTIMATED ACTUAL
	Student Support Specialist Salaries: \$115,767	Student Support Specialist Salaries: \$115,767
	Counselors: \$75,000	Counselors: \$75,000
	Teacher Salaries: \$1,469,494	Teacher Salaries:
	Administrator Salaries: \$202,620	Administrator Salaries: \$222,620
	BTSA: \$6,000	BTSA: \$6,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Planned actions/services were implemented fully.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Preliminary data suggest actions/services have been effective to achieve the articulated goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted expenditures and estimated actual expenditures track closely. Administrator salaries and teacher salaries were slightly higher than anticipated due to staffing changes.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We will not make significant changes to this goal.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 5: Arts and Enrichment

All students will participate in designated Music, Art, Library, and PE courses. All students will participate in field trips aligned to Willow Creek’s scope and sequence. All students will have access to garden and nutrition program, including a high-quality school lunch. Middle school students will participate in Spanish classes.

State and/or Local Priorities Addressed by this goal:

STATE 1 x 2 x 3 x 4 x 5 x 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

In 2016-17, students in grades 1-8 will participate in designated visual arts classes and share visual art work at community arts event. Students in grades K-4 will participate in Library classes. Students in grades K-8 will participate in designated music classes and shared musical performance at community music performance. Students in grades K-8 will participate in PE classes. All students will have access to garden and nutrition program, including a high-quality school lunch. Middle school students will participate in Spanish classes.

ACTUAL

Each of these actions/services was implemented fully.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action
n **1**

Actions/Services

PLANNED

Maintain current visual arts, music, and PE courses. Maintain field trips aligned to scope

ACTUAL

Each of these actions/services was implemented fully. Arts and enrichment course access was provided as

and sequence. Add music classes for grades 6-8. Maintain garden and nutrition program, including high-quality school lunch program.

Enhance enrichment opportunities and field trips in after school program.

planned.

Expenditures

BUDGETED
 Specialist Salaries: \$268,689
 Arts Supplies: \$2,000
 PE Supplies: \$1,000
 Food Services Salaries: \$133,079
 Food Services Expenses: \$120,000
 Librarian Salary: \$13,210
 After School Program Salaries: \$173,106
 After School Program Supplies: \$7,000

ESTIMATED ACTUAL
 Specialist Salaries: \$268,689
 Arts Supplies: \$2,000
 PE Supplies: \$1,000
 Food Services Salaries: \$133,079
 Food Services Expenses: \$120,000
 Librarian Salary: \$13,210
 After School Program Salaries: \$173,106
 After School Program Supplies: \$7,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Planned actions/services were implemented fully.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Actions/services were effective.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>We will not make changes to this goal.</p>

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 6: Operations</h2>	<p>High-quality instruction will be supported by efficient maintenance services, custodial services, and administrative resources.</p>
--	--

State and/or Local Priorities Addressed by this goal:

STATE x 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Establish quantitative baseline for family and staff satisfaction with school operations, including maintenance, custodial, scheduling, and administrative resources.

ACTUAL

This action/service was implemented fully.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

PLANNED	ACTUAL
<p>Establish quantitative baseline for family and staff satisfaction with school operations, including maintenance, custodial, scheduling, and administrative resources.</p> <p>Maintain current receptionist, data assistant, and part-time business administrative assistant.</p> <p>Maintain current custodial and maintenance resources.</p> <p>Revise Master Facilities Plan in cooperation with SMCS D (5-year scope), and create financial plan to implement Master Facilities Plan in coordination with SMCS D.</p> <p>Leverage current facilities to enhance educational program (garden, creek, baseball</p>	<p>We were able to establish a quantitative baseline for family and staff satisfaction with school operations; to maintain administrative staff; to maintain maintenance and custodial staff; and to leverage current facilities to enhance the educational program.</p> <p>We were unable to revise the Master Facilities Plan in coordination with SMCS D due to transitions within the district.</p> <p>We were unable to promote the facilities bond in the November, 2016 election because the bond paperwork was not filed timely due to transitions within the district.</p> <p>Legal services budget was increased mid-year.</p>

diamond, library, public art, technology lab, science lab).

Prioritize annual maintenance and special projects in annual plans (includes bathrooms, drainage, carpets, turn-around areas, HVAC, athletics spaces).

Promote Facilities Bond in November, 2016 election.

Expenditures

BUDGETED
 Maintenance and Custodial staff salaries: \$76,296
 Clerical salaries: \$95,276
 Administrator salaries: \$202,620
 Business Services Contract: \$72,000
 Oversight Fee: \$92,905
 Tech Services: \$50,000
 Communications: \$8,163
 Facilities Subagreements: \$50,000
 Non-capitalized equipment: \$36,000
 Maintenance and Equipment: \$29,244
 Prop. 39 Subagreements: \$50,000
 Equipment Rentals, Leases, Repairs: \$29,244
 Legal and Audit Services: \$18,000

ESTIMATED ACTUAL
 Maintenance and Custodial staff salaries: \$76,296
 Clerical salaries: \$95,276
 Administrator salaries: \$202,620
 Business Services Contract: \$72,000
 Oversight Fee: \$92,905
 Tech Services: \$50,000
 Communications: \$8,163
 Facilities Subagreements: \$50,000
 Non-capitalized equipment: \$36,000
 Maintenance and Equipment: \$29,244
 Prop. 39 Subagreements: \$50,000
 Equipment Rentals, Leases, Repairs: \$29,244
 Legal and Audit Services: \$28,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions/services related to administration, operations, and custodial/maintenance were implemented fully. Actions/services related to facilities planning and bond planning were not implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As our school has grown from 252 students in 2011-12 to 401 students in 2016-17, we have needed to add resources to support school operations. With many resources in place, our goal now is to leverage them as efficiently as possible as we grow to our projected enrollment of 420. Family survey data indicate facilities as an area of need. Teacher survey data indicate sharing space has become challenging as the school has grown. School communications have improved dramatically, thanks to increased access to technology resources, which need to be maintained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will not make significant changes to this goal.

Stakeholder Engagement

LCAP
Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Willow Creek Academy has a long history of parental involvement. In fact, parents helped found the school in 2001. We have several structures in place for involving parents in our students' success. Our goals include:

- Encouraging all families to volunteer 50 hours each year to Willow Creek (project days, conferences, Parent Council meetings, etc.)
- Increasing participation in our Parent Council, particularly of our Marin City families and middle school families
- Find alternate solutions to student behavior issues that involve parent communication and student reflection
- Bring parents into classrooms as volunteers during the school day, during after school tutoring and other opportunities
- Bring families to campus to share questions and concerns directly with the Head of School
- Publish weekly Friday Posts to share information about school events, community partners, and student accomplishments.
- Encourage participation in the School Site Council and English Learner Advisory Committee, and provide updates from these governing bodies at our Parent Council meetings
- Hold Orientations, Open Houses, Family Literacy Nights, Family Math Workshops, as well as an Art Show and Concerts to welcome families to campus.

With regard to LCAP review and development specifically, we took the following actions:

- Reviewed LCAP goals and monitored improvements at SSC and ELAC meetings (October, 2016)
- Reviewed LCAP goals and educated families on LCAP metrics, including assessment, at Parent Council meeting (November, 2016)
- Collected feedback on LCAP goals at SSC and ELAC meetings (November, 2016)
- Surveyed students on academic program and school climate through Student Surveys (November and December, 2016)
- Surveyed families on academic program, school climate, facilities, and operations through Family Survey (January and February, 2017)
- Held Community Engagement Session to collect feedback as part of SSC and ELAC meetings (February, 2017)
- Presented on draft LCAP at Board meeting and Parent Council meeting (April 2017)

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

These consultations helped us to refine our LCAP to be responsive to specific feedback from our community and to reinforce our observation that the strategies put in place this past year have been effective at helping us achieve our LCAP goals. We were also able to utilize the new California School Dashboard to help families understand the multi-dimensional aspects of what makes a school successful, including not just academic status but also school climate, discipline, teacher qualifications, and academic progress. Our community is galvanized around the goal of closing our achievement gap by supporting our low-income students and English Learners as they advance toward proficiency, as well as continuing our positive trajectory toward minimal use of suspension as a disciplinary response. Our community is committed to equitable access to courses that enrich our academic program: art, music, physical education, and garden and nutrition at all grade levels, as well as Spanish classes at the middle school level.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	x Modified	<input type="checkbox"/> Unchanged
------------------------------	------------	------------------------------------

Goal 1: ELA

Goal: Percentage of low-income and English Learner students at standard in ELA will rise by a minimum of 4 points annually (average over the three-year plan).

[State and/or Local Priorities Addressed by this goal:](#)

STATE X1 x 2 x 3 x 4 x 5 6 x 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

In 2015-16, 16 percent of English Learners and 35 percent of low-income students met or exceeded standard in ELA. An additional 33 percent of English Learners and 29 percent of low-income students nearly met standard in ELA.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	See above	20 percent of ELs will meet or exceed standard. 39 percent of low-income students will meet or exceed standard.	24 percent of ELs will meet or exceed standard. 43 percent of low-income students will meet or exceed standard.	28 percent of ELs will meet or exceed standard. 47 percent of low-income students will meet or exceed standard.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action
n
g

ELA 1: Progress Monitoring

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies. Primary Intervention Specialist will monitor at-risk K-2 students and provide bi-weekly feedback to classroom teachers. Literacy Specialist will develop writing rubrics for standards at each grade level and facilitate development of writing portfolios for each student. Administration will provide coaching and support to ensure strategies are aligned. 	<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies. Primary Intervention Specialist will monitor at-risk K-2 students and provide bi-weekly feedback to classroom teachers. Literacy Specialist will facilitate development of writing portfolios for each new student. 	<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies. Primary Intervention Specialist will monitor at-risk K-2 students and provide bi-weekly feedback to classroom teachers. Literacy Specialist will facilitate development of writing portfolios for each new student.

- Administration will provide coaching and support to ensure strategies are aligned.

- Administration will provide coaching and support to ensure strategies are aligned.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

	2017-18	2018-19	2019-20
Amount	<p>Lead Teacher Stipends: \$3,000</p> <p>Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521</p> <p>Administrator Salaries: \$204,382</p> <p>BTSA: \$9,000</p> <p>Substitute Teachers: \$31,000</p> <p>Curricula/Reference Materials: \$50,000</p> <p>Instructional Materials: \$72,172</p>	<p>Lead Teacher Stipends: \$3,000</p> <p>Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433</p> <p>Administrator Salaries: \$211,317</p> <p>BTSA: \$9,000</p> <p>Substitute Teachers: \$31,000</p> <p>Curricula/Reference Materials: \$50,000</p> <p>Instructional Materials: \$70,000</p>	<p>Lead Teacher Stipends: \$3,000</p> <p>Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433</p> <p>Administrator Salaries: \$211,317</p> <p>BTSA: \$9,000</p> <p>Substitute Teachers: \$31,000</p> <p>Curricula/Reference Materials: \$50,000</p> <p>Instructional Materials: \$70,000</p>
Source	<p>General Fund</p> <p>Title One</p> <p>BTSA</p>	<p>General Fund</p> <p>Title One</p> <p>BTSA</p>	<p>General Fund</p> <p>Title One</p> <p>BTSA</p>
Budget Reference	<p>Lead Teacher Stipends: 110600001110000</p> <p>Teacher Salaries: 110100001110000</p> <p>Substitute Salaries: 110200001110000</p> <p>BTSA Stipends: 110573921110000</p> <p>Head of School Salary: 131100001127000</p> <p>Assistant Head Salary: 132100001127000</p> <p>Textbooks/Curricula: 411000001110000</p> <p>Books/Reference Materials: 421099991110000</p> <p>Instructional Supplies:</p>	<p>Budget Reference</p> <p>Lead Teacher Stipends: 110600001110000</p> <p>Teacher Salaries: 110100001110000</p> <p>Substitute Salaries: 110200001110000</p> <p>BTSA Stipends: 110573921110000</p> <p>Head of School Salary: 131100001127000</p> <p>Assistant Head Salary: 132100001127000</p> <p>Textbooks/Curricula: 411000001110000</p> <p>Books/Reference Materials: 421099991110000</p> <p>Instructional Supplies:</p>	<p>Budget Reference</p> <p>Lead Teacher Stipends: 110600001110000</p> <p>Teacher Salaries: 110100001110000</p> <p>Substitute Salaries: 110200001110000</p> <p>BTSA Stipends: 110573921110000</p> <p>Head of School Salary: 131100001127000</p> <p>Assistant Head Salary: 132100001127000</p> <p>Textbooks/Curricula: 411000001110000</p> <p>Books/Reference Materials: 421099991110000</p> <p>Instructional Supplies:</p>

431000001110000
Instructional
Supplies:
431063001110000

431000001110000
Instructional
Supplies:
431063001110000

431000001110000
Instructional
Supplies:
431063001110000

Action

ELA 2: Professional Development and Curriculum

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____
Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

- Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.
- New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.
- Lead Teachers will facilitate Reader's and Writer's Workshop book study.
- Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.
- Literacy Specialist and Primary Intervention Specialist will provide coaching and feedback to all

- Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.
- New teachers will complete professional development in Project Based Learning (PBL), with emphasis on

- Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.
- New teachers will complete professional development in Project Based Learning (PBL), with emphasis on

staff teaching ELA, including Assistant Teachers.

- Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.

differentiation.

- Lead Teachers will facilitate Reader’s and Writer’s Workshop book study.
- Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.
- Literacy Specialist and Primary Intervention Specialist will provide coaching and feedback to all staff teaching ELA, including Assistant Teachers.
- Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.

differentiation.

- Lead Teachers will facilitate Reader’s and Writer’s Workshop book study.
- Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs.
- Literacy Specialist and Primary Intervention Specialist will provide coaching and feedback to all staff teaching ELA, including Assistant Teachers.
- Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Assistant Teacher Salaries: \$153,466
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521
 Administrator Salaries: \$204,382
 Staff Development: \$30,000
 Instructional Materials: \$72,172
 Curriculum: \$50,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000

Amount

Assistant Teacher Salaries: \$167,747
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000
 Instructional Materials: \$72,172
 Curriculum: \$50,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000

Amount

Assistant Teacher Salaries: \$170,000
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000
 Instructional Materials: \$60,483
 Curriculum: \$50,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000

Source

General Fund
 Title I
 Title III

Source

General Fund
 Title I
 Title III

Source

General Fund
 Title I
 Title III

Budget Reference

Lead Teacher Stipends:
110600001110000

Teacher Salaries:
110100001110000

Substitute Salaries:
110200001110000

BTSA Stipends:
110573921110000

Head of School Salary:
131100001127000

Assistant Head Salary:
132100001127000

Textbooks/Curricula:
411000001110000

Books/Reference Materials:
421099991110000

Instructional Supplies:
431000001110000

Instructional Supplies:
431063001110000

Assistant Teacher Salaries:
210100001110000

Staff Development:
587500001110000

Budget Reference

Lead Teacher Stipends:
110600001110000

Teacher Salaries:
110100001110000

Substitute Salaries:
110200001110000

BTSA Stipends:
110573921110000

Head of School Salary:
131100001127000

Assistant Head Salary:
132100001127000

Textbooks/Curricula:
411000001110000

Books/Reference Materials:
421099991110000

Instructional Supplies:
431000001110000

Instructional Supplies:
431063001110000

Assistant Teacher Salaries:
210100001110000

Staff Development:
587500001110000

Budget Reference

Lead Teacher Stipends:
110600001110000

Teacher Salaries:
110100001110000

Substitute Salaries:
110200001110000

BTSA Stipends:
110573921110000

Head of School Salary:
131100001127000

Assistant Head Salary:
132100001127000

Textbooks/Curricula:
411000001110000

Books/Reference Materials:
421099991110000

Instructional Supplies:
431000001110000

Instructional Supplies:
431063001110000

Assistant Teacher Salaries:
210100001110000

Staff Development:
587500001110000

Action

ELA 3: Intervention

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____
Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____
Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

- Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD.
- Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.
- Administration will facilitate SSTs for students who need additional support.
- After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.
- Lead teacher will plan K-1 Summer Academy for strategically selected low-income and EL students.

- Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD.
- Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.
- Administration will facilitate SSTs for students who need additional support.
- After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.
- Lead teachers will plan K-3 Summer Academy for strategically selected low-income and EL students.

- Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD.
- Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.
- Administration will facilitate SSTs for students who need additional support.
- After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.
- Lead teacher will plan K-3 Summer Academy for strategically selected low-income and EL students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Assistant Teacher Salaries: \$153,466
Lead Teacher Stipends: \$3,000
Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521
Administrator Salaries:

Amount

Assistant Teacher Salaries: \$167,747
Lead Teacher Stipends: \$3,000
Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
Administrator

Amount

Assistant Teacher Salaries: \$170,000
Lead Teacher Stipends: \$3,000
Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
Administrator

	<p>\$204,382 Staff Development: \$30,000 BTSA: \$9,000 Substitute Teachers: \$31,000 Stipend for K-1 Summer Academy: \$10,000 After-school Staff Salaries: \$184,791 Instructional Materials: \$72,172 Curriculum: \$50,000</p>		<p>Salaries: \$211,317 Staff Development: \$30,000 BTSA: \$9,000 Substitute Teachers: \$31,000 Stipend for K-3 Summer Academy: \$20,000 After-school Staff Salaries: \$184,791 Instructional Materials: \$72,172 Curriculum: \$50,000</p>		<p>Salaries: \$211,317 Staff Development: \$30,000 BTSA: \$9,000 Substitute Teachers: \$31,000 Stipend for K-3 Summer Academy: \$20,000 After-school Staff Salaries: \$184,791 Instructional Materials: \$60,483 Curriculum: \$50,000</p>
Source	<p>General Fund Title I Title III ASES</p>	Source	<p>General Fund Title I Title III ASES</p>	Source	<p>General Fund Title I Title III ASES</p>
Budget Reference	<p>Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000 Staff Development: 587500001110000</p>	Budget Reference	<p>Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000 Staff Development: 587500001110000</p>	Budget Reference	<p>Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000 Staff Development: 587500001110000</p>

Teacher Stipend:
110500001110000
After school
program salaries:
220160101139000
220191601139000
230391601139000
230491601139000

Teacher Stipend:
110500001110000
After school
program salaries:
220160101139000
220191601139000
230391601139000
230491601139000

Teacher Stipend:
110500001110000
After school
program salaries:
220160101139000
220191601139000
230391601139000
230491601139000

ELA 4:
Family
Engage
ment

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Literacy specialist will facilitate Family Literacy Nights.
- Literacy Specialist and Primary Intervention Specialist will provide parent education in multiple languages on the following topics:
 - Project-based Learning
 - Differentiation (including use of Leveled Reading Library)
 - Our scope and sequence
 - Standardized testing (including test preparation strategies and resources families can use at home)
- SSC and ELAC will monitor progress toward goals and

2018-19

New Modified Unchanged

- Literacy specialist will facilitate Family Literacy Nights.
- Literacy Specialist and Primary Intervention Specialist will provide parent education in multiple languages on the

2019-20

New Modified Unchanged

- Literacy specialist will facilitate Family Literacy Nights.
- Literacy Specialist and Primary Intervention Specialist will provide parent education in multiple languages on the following topics:
 - Project-based Learning
 - Differentiation

provide feedback on interventions.

- Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.
- Contract with Raising a Reader.

following topics:

- Project-based Learning
- Differentiation (including use of Leveled Reading Library)
- Our scope and sequence
- Standardized testing (including test preparation strategies and resources families can use at home)
- SSC and ELAC will monitor progress toward goals and provide feedback on interventions.
- Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.
- Contract with Raising a Reader.

n (including use of Leveled Reading Library)

- Our scope and sequence
- Standardized testing (including test preparation strategies and resources families can use at home)
- SSC and ELAC will monitor progress toward goals and provide feedback on interventions.
- Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.
- Contract with Raising a Reader.

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

Assistant Teacher Salaries: \$153,466
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521
 Administrator Salaries: \$204,382
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Contract with Raising a Reader: \$20,000
 Instructional Materials: \$72,172
 Curriculum: \$50,000

Amount

Assistant Teacher Salaries: \$167,747
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Contract with Raising a Reader: \$20,000
 Instructional Materials: \$72,172
 Curriculum: \$50,000

Amount

Assistant Teacher Salaries: \$170,000
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Contract with Raising a Reader: \$20,000
 Instructional Materials: \$60,483
 Curriculum: \$50,000

Source

General Fund
 Title I
 Title III

Source

General Fund
 Title I
 Title III

Source

General Fund
 Title I
 Title III

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA Stipends:
 110573921110000
 Head of School Salary:
 131100001127000
 Assistant Head Salary:
 132100001127000

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA Stipends:
 110573921110000
 Head of School Salary:
 131100001127000
 Assistant Head Salary:
 132100001127000

2: Math

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

In 2015-16, 8 percent of English Learners and 23 percent of low-income students met or exceeded standard in Math. An additional 58 percent of English Learners and 39 percent of low-income students nearly met standard in Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	See above	12 percent of ELs and 27 percent of low-income students will meet or exceed standard in Math.	16 percent of ELs and 31 percent of low-income students will meet or exceed standard in Math.	20 percent of ELs and 35 percent of low-income students will meet or exceed standard in Math.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action
n
g

Math 1: Progress Monitoring

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X English Learners <input type="checkbox"/> Foster Youth X Low Income
<u>Scope of Services</u>	X LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies. Math Specialist will coach teachers on Math Talks, and teachers will implement as informal checks for understanding. Primary Intervention Specialist will monitor at-risk K-2 students and provide bi-weekly feedback to classroom teachers. Administration will provide coaching and support to ensure strategies are aligned. Math Specialist coached teachers on Math Talks, and teachers will implement as informal checks for understanding. Primary Intervention Specialist monitored at-risk 	<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies. Math Specialist will coach teachers on Math Talks, and teachers will implement as informal checks for understanding. Primary Intervention Specialist will monitor at-risk K-2 students and provide bi-weekly 	<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies. Math Specialist will coach teachers on Math Talks, and teachers will implement as informal checks for understanding. Primary Intervention Specialist will monitor at-risk K-2 students and provide bi-weekly

K-2 students and provide bi-weekly feedback to classroom teachers.

- feedback to classroom teachers.
- Administration will provide coaching and support to ensure strategies are aligned.
- Math Specialist coached teachers on Math Talks, and teachers will implement as informal checks for understanding.
- Primary Intervention Specialist monitored at-risk K-2 students and provide bi-weekly feedback to classroom teachers.

- feedback to classroom teachers.
- Administration will provide coaching and support to ensure strategies are aligned.
- Math Specialist coached teachers on Math Talks, and teachers will implement as informal checks for understanding.
- Primary Intervention Specialist monitored at-risk K-2 students and provide bi-weekly feedback to classroom teachers.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,523,521
 Administrator Salaries: \$204,382
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

Amount

Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

Amount

Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

Source

General Fund
 Title One
 BTSA

Source

General Fund
 Title One
 BTSA

Source

General Fund
 Title One
 BTSA

Budget Reference

Lead Teacher Stipends: 110600001110000
 Teacher Salaries: 110100001110000
 Substitute Salaries: 110200001110000
 BTSA Stipends:

Budget Reference

Lead Teacher Stipends: 110600001110000
 Teacher Salaries: 110100001110000
 Substitute Salaries: 110200001110000
 BTSA Stipends: 110573921110000
 Head of School

Budget Reference

Lead Teacher Stipends: 110600001110000
 Teacher Salaries: 110100001110000
 Substitute Salaries: 110200001110000
 BTSA Stipends: 110573921110000
 Head of School

110573921110000
 Head of School
 Salary:
 131100001127000
 Assistant Head
 Salary:
 132100001127000
 Textbooks/Curricula
 :
 411000001110000
 Books/Reference
 Materials:
 421099991110000
 Instructional
 Supplies:
 431000001110000
 Instructional
 Supplies:
 431063001110000

Salary:
 131100001127000
 Assistant Head
 Salary:
 132100001127000
 Textbooks/Curricula
 :
 411000001110000
 Books/Reference
 Materials:
 421099991110000
 Instructional
 Supplies:
 431000001110000
 Instructional
 Supplies:
 431063001110000

Salary:
 131100001127000
 Assistant Head
 Salary:
 132100001127000
 Textbooks/Curricula
 :
 411000001110000
 Books/Reference
 Materials:
 421099991110000
 Instructional
 Supplies:
 431000001110000
 Instructional
 Supplies:
 431063001110000

Action

Math 2: Professional Development and Curriculum

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
<ul style="list-style-type: none"> Teachers and paraprofessionals in each grade level family will complete professional development in Common Core math. New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation. Lead Teachers will support grade-level teams Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs. Math Specialist will provide coaching and feedback to all staff teaching Math. Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals. 	<ul style="list-style-type: none"> Teachers and paraprofessionals in each grade level family will complete professional development in Common Core math. New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation. Lead Teachers will support grade-level teams Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs. Math Specialist will provide coaching and feedback to all staff teaching Math. Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals. 	<ul style="list-style-type: none"> Teachers and paraprofessionals in each grade level family will complete professional development in Common Core math. New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation. Lead Teachers will support grade-level teams Veteran WCA staff will mentor new WCA staff through BTSA and Intern programs. Math Specialist will provide coaching and feedback to all staff teaching Math. Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals.

BUDGETED EXPENDITURES

2017-18

Amount

Assistant Teacher Salaries: \$153,466
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521
 Administrator Salaries: \$204,382
 Staff Development: \$30,000

2018-19

Amount

Assistant Teacher Salaries: \$167,747
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000

2019-20

Amount

Assistant Teacher Salaries: \$170,000
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000

	<p>BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172</p>		<p>BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172</p>		<p>BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172</p>
Source	<p>General Fund Title I Title III</p>	Source	<p>General Fund Title I Title III</p>	Source	<p>General Fund Title I Title III</p>
Budget Reference	<p>Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000 Staff Development: 587500001110000</p>	Budget Reference	<p>Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000 Staff Development: 587500001110000</p>	Budget Reference	<p>Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000 Staff Development: 587500001110000</p>

Action
**Math 3:
Intervention**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X English Learners <input type="checkbox"/> Foster Youth X Low Income
<u>Scope of Services</u>	X LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis. Administration will facilitate SSTs for students who need additional support. After-school program will collaborate with certificated staff to develop and implement intervention component for strategically selected students in grades 2-4. Lead teacher will plan K-1 Summer Academy for strategically selected low-income and EL students. 	<ul style="list-style-type: none"> Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis. Administration will facilitate SSTs for students who need additional support. After-school program will collaborate with certificated staff to implement intervention component for strategically selected students in grades 2-4. Lead teachers will plan K-3 Summer Academy for strategically selected low-income and EL students. 	<ul style="list-style-type: none"> Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis. Administration will facilitate SSTs for students who need additional support. After-school program will collaborate with certificated staff to implement intervention component for strategically selected students in grades 2-4. Lead teachers will plan K-3 Summer Academy for strategically selected low-income and EL students.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Assistant Teacher Salaries: \$153,466	Amount	Assistant Teacher Salaries: \$167,747	Amount	Assistant Teacher Salaries: \$170,000
--------	---------------------------------------	--------	---------------------------------------	--------	---------------------------------------

Source

Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521
 Administrator Salaries: \$204,382
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Stipend for K-1 Summer Academy: \$10,000
 After-school Staff Salaries: \$184,791
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

General Fund
 Title I
 Title III
 ASES

Source

Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Stipend for K-3 Summer Academy: \$20,000
 After-school Staff Salaries: \$184,791
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

General Fund
 Title I
 Title III
 ASES

Source

Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Stipend for K-3 Summer Academy: \$20,000
 After-school Staff Salaries: \$184,791
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

General Fund
 Title I
 Title III
 ASES

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA Stipends:
 110573921110000
 Head of School Salary:
 131100001127000
 Assistant Head Salary:
 132100001127000
 Textbooks/Curricula:
 411000001110000
 Books/Reference Materials:
 421099991110000
 Instructional Supplies:
 431000001110000

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA Stipends:
 110573921110000
 Head of School Salary:
 131100001127000
 Assistant Head Salary:
 132100001127000
 Textbooks/Curricula:
 411000001110000
 Books/Reference Materials:
 421099991110000
 Instructional Supplies:
 431000001110000

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA Stipends:
 110573921110000
 Head of School Salary:
 131100001127000
 Assistant Head Salary:
 132100001127000
 Textbooks/Curricula:
 411000001110000
 Books/Reference Materials:
 421099991110000
 Instructional Supplies:
 431000001110000

Instructional Supplies:
431063001110000
Assistant Teacher Salaries:
210100001110000
Staff Development:
587500001110000
Teacher Stipend:
110500001110000
After school program salaries:
220160101139000
220191601139000
230391601139000
230491601139000

Instructional Supplies:
431063001110000
Assistant Teacher Salaries:
210100001110000
Staff Development:
587500001110000
Teacher Stipend:
110500001110000
After school program salaries:
220160101139000
220191601139000
230391601139000
230491601139000

Instructional Supplies:
431063001110000
Assistant Teacher Salaries:
210100001110000
Staff Development:
587500001110000
Teacher Stipend:
110500001110000
After school program salaries:
220160101139000
220191601139000
230391601139000
230491601139000

Math 4:
Family Engagem
ent

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Math specialist will facilitate Community Math Workshops.
- Math Specialist and Primary Intervention

2018-19

New Modified Unchanged

- Math specialist will facilitate Community Math Workshops.

2019-20

New Modified Unchanged

- Math specialist will facilitate Community Math Workshops.

Specialist will provide community education (including families and Marin County School Volunteers) in multiple languages on the following topics:

- Project-based Learning
- Differentiation
- Our scope and sequence
- Standardized testing (including test preparation strategies and resources families can use at home)

- Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.

- Math Specialist and Primary Intervention Specialist will provide community education (including families and Marin County School Volunteers) in multiple languages on the following topics:
 - Project-based Learning
 - Differentiation
 - Our scope and sequence
 - Standardized testing (including test preparation strategies and resources families can use at home)
- Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.

- Math Specialist and Primary Intervention Specialist will provide community education (including families and Marin County School Volunteers) in multiple languages on the following topics:
 - Project-based Learning
 - Differentiation
 - Our scope and sequence
 - Standardized testing (including test preparation strategies and resources families can use at home)
- Administration will work with school leaders to strengthen relationships among SSC, ELAC, Parent Council, Willow Creek Foundation, and Board of Directors to provide forums for progress-monitoring, feedback, and planning.

BUDGETED EXPENDITURES

2017-18

Amount	Assistant Teacher Salaries: \$153,466 Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,523,521 Administrator Salaries: \$204,382 Staff Development: \$30,000 BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172
Source	General Fund Title I

2018-19

Amount	Assistant Teacher Salaries: \$167,747 Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,494,433 Administrator Salaries: \$211,317 Staff Development: \$30,000 BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172
Source	General Fund Title I

2019-20

Amount	Assistant Teacher Salaries: \$170,000 Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Math Specialist and Primary Intervention Specialist): \$1,494,433 Administrator Salaries: \$211,317 Staff Development: \$30,000 BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172
Source	General Fund Title I

	Title III		Title III		Title III
	Lead Teacher Stipends: 110600001110000		Lead Teacher Stipends: 110600001110000		Lead Teacher Stipends: 110600001110000
	Teacher Salaries: 110100001110000		Teacher Salaries: 110100001110000		Teacher Salaries: 110100001110000
	Substitute Salaries: 110200001110000		Substitute Salaries: 110200001110000		Substitute Salaries: 110200001110000
	BTSA Stipends: 110573921110000		BTSA Stipends: 110573921110000		BTSA Stipends: 110573921110000
	Head of School Salary: 131100001127000		Head of School Salary: 131100001127000		Head of School Salary: 131100001127000
	Assistant Head Salary: 132100001127000		Assistant Head Salary: 132100001127000		Assistant Head Salary: 132100001127000
Budget Reference	Textbooks/Curricula: 411000001110000	Budget Reference	Textbooks/Curricula: 411000001110000	Budget Reference	Textbooks/Curricula: 411000001110000
	Books/Reference Materials: 421099991110000		Books/Reference Materials: 421099991110000		Books/Reference Materials: 421099991110000
	Instructional Supplies: 431000001110000		Instructional Supplies: 431000001110000		Instructional Supplies: 431000001110000
	Instructional Supplies: 431063001110000		Instructional Supplies: 431063001110000		Instructional Supplies: 431063001110000
	Assistant Teacher Salaries: 210100001110000		Assistant Teacher Salaries: 210100001110000		Assistant Teacher Salaries: 210100001110000
	Staff Development: 587500001110000		Staff Development: 587500001110000		Staff Development: 587500001110000

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Goal	By 2019-20, 95% of English Learners (ELs) continuously enrolled at WCA will advance by at least one CELDT level each year. The reclassification rate will meet or exceed the state target of .22.		

3: ELD

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

In the 2016 CELDT administration, 48% of ELs progressed at least one CELDT level. An additional 42% of ELs maintained at their 2015 CELDT level. Our reclassification rate in 2016-17 was .25.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT	In the 2016 CELDT administration, 48% of ELs progressed at least one CELDT level. An additional 42% of ELs maintained at their 2015 CELDT level.	58% of ELs will progress at least one CELDT level.	68% of ELs will progress at least one CELDT level.	78% of ELs will progress at least one CELDT level.
Reclassification Rate, based on CELDT, SOLOM, local assessments, and team feedback	Our reclassification rate in 2016-17 was .25.	The reclassification rate will meet or exceed the state target of .22.	The reclassification rate will meet or exceed the state target of .22.	The reclassification rate will meet or exceed the state target of .22.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action
n
g

ELD 1: Progress Monitorin g

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Unduplicated Student Group(s) <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies keyed to supporting ELs. CELDT will be administered annually and administration will calculate and share progress data and reclassification data. Primary Intervention Specialist will administer CELDT for students in grades K-2. Administration will provide coaching and support. 	<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies keyed to supporting ELs. CELDT will be administered annually and administration will calculate and share progress data and reclassification data. Primary Intervention Specialist will administer CELDT for students in 	<ul style="list-style-type: none"> MAP assessments will be administered each trimester. Lead Teachers will guide grade level families in analyzing MAP data and developing/adapting instructional strategies keyed to supporting ELs. CELDT will be administered annually and administration will calculate and share progress data and reclassification data. Primary Intervention Specialist will administer CELDT for students in

--

grades K-2. • Administration will provide coaching and support.
--

grades K-2. • Administration will provide coaching and support.
--

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521 Administrator Salaries: \$204,382 BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172

Amount

Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433 Administrator Salaries: \$211,317 BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172

Amount

Lead Teacher Stipends: \$3,000 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433 Administrator Salaries: \$211,317 BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$70,000

Source

General Fund Title I Title III BTSA
--

Source

General Fund Title I Title III BTSA
--

Source

General Fund Title I Title III BTSA
--

Budget Reference

Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula : 411000001110000 Books/Reference Materials: 421099991110000 Instructional

Budget Reference

Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula : 411000001110000 Books/Reference Materials: 421099991110000 Instructional

Budget Reference

Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula : 411000001110000 Books/Reference Materials: 421099991110000 Instructional

Supplies:
431000001110000
Instructional
Supplies:
431063001110000
Assistant Teacher
Salaries:
210100001110000

Supplies:
431000001110000
Instructional
Supplies:
431063001110000
Assistant Teacher
Salaries:
210100001110000

Supplies:
431000001110000
Instructional
Supplies:
431063001110000
Assistant Teacher
Salaries:
210100001110000

Action

ELD 2: Professional Development and Curriculum

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____
Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

- Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.
- New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.
- Lead Teachers will facilitate Reader's and Writer's

- Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.

- Teachers and paraprofessionals in each grade level family will complete professional development in Guided Language Acquisition Design (GLAD) training.

Workshop book study.

- Veteran WCA staff will mentor new WCA staff through BTSAs and Intern programs.
- Literacy Specialist will provide coaching and feedback to all staff teaching ELs.
- Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals (including ELD and GLAD strategies).
- Literacy Specialist and Primary Intervention Specialist will continue to train paraprofessionals implementing Benchmark designated ELD curriculum in grades K-5.
- Literacy Specialist will work with staff to identify and adopt new ELD curriculum for middle school.

- New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.
- Lead Teachers will facilitate Reader's and Writer's Workshop book study.
- Veteran WCA staff will mentor new WCA staff through BTSAs and Intern programs.
- Literacy Specialist will provide coaching and feedback to all staff teaching ELs.
- Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals (including ELD and GLAD strategies).
- Literacy Specialist and Primary Intervention Specialist will continue to train paraprofessionals implementing Benchmark designated ELD curriculum in grades K-5.
- Literacy Specialist will continue to train staff utilizing new ELD curriculum for middle school.

- New teachers will complete professional development in Project Based Learning (PBL), with emphasis on differentiation.
- Lead Teachers will facilitate Reader's and Writer's Workshop book study.
- Veteran WCA staff will mentor new WCA staff through BTSAs and Intern programs.
- Literacy Specialist will provide coaching and feedback to all staff teaching ELs.
- Administration will provide formal and informal feedback on classroom instruction keyed to content standards, scope and sequence implementation, and specific professional development goals (including ELD and GLAD strategies).
- Literacy Specialist and Primary Intervention Specialist will continue to train paraprofessionals implementing Benchmark designated ELD curriculum in grades K-5.

BUDGETED EXPENDITURES

2017-18

Amount

Assistant Teacher Salaries: \$153,466
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary

2018-19

Amount

Assistant Teacher Salaries: \$167,747
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and

2019-20

Amount

Assistant Teacher Salaries: \$170,000
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and

	<p>Intervention Specialist): \$1,523,521</p> <p>Administrator Salaries: \$204,382</p> <p>Staff Development: \$30,000</p> <p>BTSA: \$9,000</p> <p>Substitute Teachers: \$31,000</p> <p>Curricula/Reference Materials: \$50,000</p> <p>Instructional Materials: \$72,172</p>		<p>Primary Intervention Specialist): \$1,494,433</p> <p>Administrator Salaries: \$211,317</p> <p>Staff Development: \$30,000</p> <p>BTSA: \$9,000</p> <p>Substitute Teachers: \$31,000</p> <p>Curricula/Reference Materials: \$50,000</p> <p>Instructional Materials: \$72,172</p>		<p>Primary Intervention Specialist): \$1,494,433</p> <p>Administrator Salaries: \$211,317</p> <p>Staff Development: \$30,000</p> <p>BTSA: \$9,000</p> <p>Substitute Teachers: \$31,000</p> <p>Curricula/Reference Materials: \$50,000</p> <p>Instructional Materials: \$72,172</p>
Source	General Fund Title I Title III	Source	General Fund Title I Title III	Source	General Fund Title I Title III
Budget Reference	<p>Lead Teacher Stipends: 110600001110000</p> <p>Teacher Salaries: 110100001110000</p> <p>Substitute Salaries: 110200001110000</p> <p>BTSA Stipends: 110573921110000</p> <p>Head of School Salary: 131100001127000</p> <p>Assistant Head Salary: 132100001127000</p> <p>Textbooks/Curricula: 411000001110000</p> <p>Books/Reference Materials: 421099991110000</p> <p>Instructional Supplies: 431000001110000</p> <p>Instructional Supplies: 431063001110000</p> <p>Assistant Teacher Salaries: 210100001110000</p>	Budget Reference	<p>Lead Teacher Stipends: 110600001110000</p> <p>Teacher Salaries: 110100001110000</p> <p>Substitute Salaries: 110200001110000</p> <p>BTSA Stipends: 110573921110000</p> <p>Head of School Salary: 131100001127000</p> <p>Assistant Head Salary: 132100001127000</p> <p>Textbooks/Curricula: 411000001110000</p> <p>Books/Reference Materials: 421099991110000</p> <p>Instructional Supplies: 431000001110000</p> <p>Instructional Supplies: 431063001110000</p> <p>Assistant Teacher Salaries: 210100001110000</p>	Budget Reference	<p>Lead Teacher Stipends: 110600001110000</p> <p>Teacher Salaries: 110100001110000</p> <p>Substitute Salaries: 110200001110000</p> <p>BTSA Stipends: 110573921110000</p> <p>Head of School Salary: 131100001127000</p> <p>Assistant Head Salary: 132100001127000</p> <p>Textbooks/Curricula: 411000001110000</p> <p>Books/Reference Materials: 421099991110000</p> <p>Instructional Supplies: 431000001110000</p> <p>Instructional Supplies: 431063001110000</p> <p>Assistant Teacher Salaries: 210100001110000</p>

Action
n

ELD 3: Intervention

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD using approved curriculum.
- Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.
- Administration will facilitate SSTs for students who need additional support.
- After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.

2018-19

New Modified Unchanged

- Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD using approved curriculum.
- Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.
- Administration will facilitate SSTs for students who need additional support.
- After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.

2019-20

New Modified Unchanged

- Literacy Specialist will train Assistant Teachers to provide targeted instruction including designated ELD using approved curriculum.
- Primary Intervention Specialist will provide push-in and pull-out support to strategically selected students in grades K-2 on longitudinal, case-management basis.
- Administration will facilitate SSTs for students who need additional support.
- After-school program will collaborate with certificated staff to develop intervention component for strategically selected students in grades 2-4.

- After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.

- After-school program will collaborate with certificated staff to develop and implement summer academics and enrichment.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Assistant Teacher Salaries: \$153,466
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521
 Administrator Salaries: \$204,382
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Stipend for K-1 Summer Academy: \$10,000
 After-school Staff Salaries: \$184,791
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

Amount

Assistant Teacher Salaries: \$167,747
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Stipend for K-3 Summer Academy: \$20,000
 After-school Staff Salaries: \$184,791
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

Amount

Assistant Teacher Salaries: \$170,000
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$211,317
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers: \$31,000
 Stipend for K-3 Summer Academy: \$20,000
 After-school Staff Salaries: \$184,791
 Curricula/Reference Materials: \$50,000
 Instructional Materials: \$72,172

Source

General Fund
 Title I
 Title III
 ASES

Source

General Fund
 Title I
 Title III
 ASES

Source

General Fund
 Title I
 Title III
 ASES

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA Stipends:
 110573921110000
 Head of School Salary:
 131100001127000
 Assistant Head

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA Stipends:
 110573921110000
 Head of School Salary:
 131100001127000

Budget Reference

Lead Teacher Stipends:
 110600001110000
 Teacher Salaries:
 110100001110000
 Substitute Salaries:
 110200001110000
 BTSA Stipends:
 110573921110000
 Head of School Salary:
 131100001127000
 Assistant Head

Salary:
 132100001127000
 Textbooks/Curricula
 :
 411000001110000
 Books/Reference
 Materials:
 421099991110000
 Instructional
 Supplies:
 431000001110000
 Instructional
 Supplies:
 431063001110000
 Assistant Teacher
 Salaries:
 210100001110000
 Staff Development:
 587500001110000
 Teacher Stipend:
 110500001110000
 After school
 program salaries:
 220160101139000
 220191601139000
 230391601139000
 230491601139000

Assistant Head
 Salary:
 132100001127000
 Textbooks/Curricula:
 411000001110000
 Books/Reference
 Materials:
 421099991110000
 Instructional
 Supplies:
 431000001110000
 Instructional
 Supplies:
 431063001110000
 Assistant Teacher
 Salaries:
 210100001110000
 Staff Development:
 587500001110000
 Teacher Stipend:
 110500001110000
 After school
 program salaries:
 220160101139000
 220191601139000
 230391601139000
 230491601139000

Salary:
 132100001127000
 Textbooks/Curricula:
 411000001110000
 Books/Reference
 Materials:
 421099991110000
 Instructional
 Supplies:
 431000001110000
 Instructional
 Supplies:
 431063001110000
 Assistant Teacher
 Salaries:
 210100001110000
 Staff Development:
 587500001110000
 Teacher Stipend:
 110500001110000
 After school
 program salaries:
 220160101139000
 220191601139000
 230391601139000
 230491601139000

Acti
 on

ELD 4: Family Engagem nt

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: _____

Specific Schools: _____

Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

- Administration will communicate CELDT results and ELD plan to families of ELs.
- ELAC will monitor progress toward goals and provide feedback on interventions.
- Literacy specialist will facilitate Family Literacy Nights, with emphasis on including bilingual families.
- Literacy Specialist, Math Specialist, and Primary Intervention Specialist will provide parent education in multiple languages on the following topics:
 - Project-based Learning
 - Differentiation (including use of Leveled Reading Library)
 - Our scope and sequence
- ELAC will monitor progress toward goals and provide feedback on interventions.

- Administration will communicate CELDT results and ELD plan to families of ELs.
- ELAC will monitor progress toward goals and provide feedback on interventions.
- Literacy specialist will facilitate Family Literacy Nights, with emphasis on including bilingual families.
- Literacy Specialist, Math Specialist, and Primary Intervention Specialist will provide parent education in multiple languages on the following topics:
 - Project-based Learning
 - Differentiation (including use of Leveled Reading Library)
 - Our scope and sequence
- ELAC will monitor progress toward goals and provide feedback on interventions.

- Administration will communicate CELDT results and ELD plan to families of ELs.
- ELAC will monitor progress toward goals and provide feedback on interventions.
- Literacy specialist will facilitate Family Literacy Nights, with emphasis on including bilingual families.
- Literacy Specialist, Math Specialist, and Primary Intervention Specialist will provide parent education in multiple languages on the following topics:
 - Project-based Learning
 - Differentiation (including use of Leveled Reading Library)
 - Our scope and sequence
- ELAC will monitor progress toward goals and provide feedback on interventions.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Assistant Teacher Salaries: \$153,466
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,523,521
 Administrator Salaries: \$202,620
 Staff Development: \$30,000

Amount

Assistant Teacher Salaries: \$167,747
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$205,317
 Staff Development: \$30,000
 BTSA: \$9,000

Amount

Assistant Teacher Salaries: \$170,000
 Lead Teacher Stipends: \$3,000
 Teacher Salaries (includes Literacy Specialist and Primary Intervention Specialist): \$1,494,433
 Administrator Salaries: \$210,817
 Staff Development: \$30,000
 BTSA: \$9,000
 Substitute Teachers:

	BTSA: \$9,000 Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172		Substitute Teachers: \$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172		\$31,000 Curricula/Reference Materials: \$50,000 Instructional Materials: \$72,172
Source	General Fund Title I Title III	Source	General Fund Title I Title III	Source	General Fund Title I Title III
Budget Reference	Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000	Budget Reference	Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000	Budget Reference	Lead Teacher Stipends: 110600001110000 Teacher Salaries: 110100001110000 Substitute Salaries: 110200001110000 BTSA Stipends: 110573921110000 Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Textbooks/Curricula: 411000001110000 Books/Reference Materials: 421099991110000 Instructional Supplies: 431000001110000 Instructional Supplies: 431063001110000 Assistant Teacher Salaries: 210100001110000

 New

 Modified

 Unchanged

Goal 4: Climate

The suspension rate for low-income students and students with disabilities will maintain below .05, per US Dept. of Education guidelines.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

WCA's school-wide suspension rate was .07 in 2012-13. It fell to .03 in 2013-14. It was .02 in 2014-15 and .037 in 2015-16. The suspension rates for low-income students were .07 in 2013-14, .05 in 2014-15, .08 in 2015-16, and—to date--xx in 2016-17. Of 11 unique students suspended to date in 2016-17, 7 were low-income students and 1 was a student with a disability. Of 35 unique students who received discipline referrals to date in 2016-17, 10 were low-income students and 6 were students with disabilities. To date, our suspension rate for low income students is .04 (7/164) and our suspension rate for students with disabilities is .027 (1/36).

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate: low-income students	.04	.04	.03	.03
Suspension Rate: students with disabilities	.027	.02	.02	.02

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Climate 1:

Action Progress Monitoring

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Administration will maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff. Administration will work closely with Student Support Staff to monitor suspension and referral rates throughout the school year.	Administration will maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff. Administration will work closely with Student Support Staff to monitor suspension and referral rates throughout the school year.	Administration will maintain and review discipline data, particularly the disproportionate discipline of low-income students and students of color, with full staff. Administration will work closely with Student Support Staff to monitor suspension and referral rates throughout the school year.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Amount	Amount
Administrator Salaries: \$204,382 Student Support Specialist Salaries:	Administrator Salaries: \$211,317 Student Support	Administrator Salaries: \$211,317 Student Support Specialist Salaries:

	\$112,331		Specialist Salaries: \$115,236		\$118,000
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000	Budget Reference	Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000	Budget Reference	Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000

Action **Climate 2:
Professional Development and Curriculum**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____
Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____
Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Staff new to WCA will receive professional development in Responsive Classroom.
- Veteran WCA staff will support beginning teachers in implementing Responsive Classroom and

2018-19

New Modified Unchanged

- Staff new to WCA will receive professional development in Responsive Classroom.

2019-20

New Modified Unchanged

- Staff new to WCA will receive professional development in Responsive Classroom.

progressive discipline through BTSA and Intern programs.

- Student Support Specialists will receive additional professional development in Restorative Justice.
- Administration will provide formal and informal feedback on classroom management and implementation of Responsive Classroom and restorative justice.
- Support Specialists will receive professional development in trauma-informed practice.

- Veteran WCA staff will support beginning teachers in implementing Responsive Classroom and progressive discipline through BTSA and Intern programs.
- Student Support Specialists will receive additional professional development in Restorative Justice.
- Administration will provide formal and informal feedback on classroom management and implementation of Responsive Classroom and restorative justice.
- Support Specialists will receive professional development in trauma-informed practice.

- Veteran WCA staff will support beginning teachers in implementing Responsive Classroom and progressive discipline through BTSA and Intern programs.
- Student Support Specialists will receive additional professional development in Restorative Justice.
- Administration will provide formal and informal feedback on classroom management and implementation of Responsive Classroom and restorative justice.
- Support Specialists will receive professional development in trauma-informed practice.
-

BUDGETED EXPENDITURES

2017-18

Amount	<p>Student Support Specialist Salaries: \$112,331 Counselors (contract with BACR): \$83,956 Teacher Salaries: \$1,523,521 Administrator Salaries: \$204,382 Staff Development: \$15,000 BTSA: \$9,000</p>
Source	General Fund
Budget Reference	<p>Head of School Salary: 131100001127000 Assistant Head</p>

2018-19

Amount	<p>Student Support Specialist Salaries: \$115,236 Counselors (contract with BACR): \$83,956 Teacher Salaries: \$1,494,433 Administrator Salaries: \$211,317 Staff Development: \$15,000 BTSA: \$9,000</p>
Source	General Fund
Budget Reference	<p>Head of School Salary: 131100001127000 Assistant Head</p>

2019-20

Amount	<p>Student Support Specialist Salaries: \$118,000 Counselors (contract with BACR): \$83,956 Teacher Salaries: \$1,494,433 Administrator Salaries: \$211,317 Staff Development: \$15,000 BTSA: \$9,000</p>
Source	General Fund
Budget Reference	<p>Head of School Salary: 131100001127000 Assistant Head</p>

Salary:
132100001127000
Student Support
Specialist Salaries:
210300001110000
Counseling
Contract:
585400001110000
Teacher Salaries:
110100001110000
Staff Development:
587500001110000
BTSA:
110573921110000

Salary:
132100001127000
Student Support
Specialist
Salaries:
210300001110000
Counseling
Contract:
585400001110000
Teacher Salaries:
110100001110000
Staff
Development:
587500001110000
BTSA:
110573921110000

Salary:
132100001127000
Student Support
Specialist Salaries:
210300001110000
Counseling
Contract:
585400001110000
Teacher Salaries:
110100001110000
Staff
Development:
587500001110000
BTSA:
110573921110000

Action **Climate 3:
Intervention**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____
Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____
Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Team of three Student Support Specialists will provide targeted intervention and implement tiered Restorative Justice program. Counseling services will be provided through Bay Area Community Resources. Administration will facilitate Student Study Team process to develop individualized supportive strategies. 	<ul style="list-style-type: none"> Team of three Student Support Specialists will provide targeted intervention and implement tiered Restorative Justice program. Counseling services 	<ul style="list-style-type: none"> Team of three Student Support Specialists will provide targeted intervention and implement tiered Restorative Justice program. Counseling services will

will be provided through Bay Area Community Resources.

- Administration will facilitate Student Study Team process to develop individualized supportive strategies.

be provided through Bay Area Community Resources.

- Administration will facilitate Student Study Team process to develop individualized supportive strategies.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<p>Student Support Specialist Salaries: \$112,331 Counselors (contract with BACR): \$83,956 Teacher Salaries: \$1,523,521 Administrator Salaries: \$204,382</p>	<p>Student Support Specialist Salaries: \$115,236 Counselors (contract with BACR): \$83,956 Teacher Salaries: \$1,494,433 Administrator Salaries: \$211,317</p>	<p>Student Support Specialist Salaries: \$118,000 Counselors (contract with BACR): \$83,956 Teacher Salaries: \$1,494,433 Administrator Salaries: \$211,317</p>
Source	General Fund	General Fund	General Fund
Budget Reference	<p>Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000 Counseling Contract: 585400001110000 Teacher Salaries: 110100001110000</p>	<p>Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000 Counseling Contract: 585400001110000 Teacher Salaries: 110100001110000</p>	<p>Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000 Counseling Contract: 585400001110000 Teacher Salaries: 110100001110000</p>

Climate 4:

Action Family Engagement

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Group(s) Students with Disabilities [Specific Student

Location(s)

All schools Specific Schools: _____
Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____
Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

- Administration will facilitate Student Study Teams (SSTs) to address the root causes of misbehavior. Teams will include representatives from community based organizations, families, counselors, CASAs, and social workers, as appropriate.
- Student Support Specialists will maintain open lines of communication with families to facilitate collaboration.

- Administration will facilitate Student Study Teams (SSTs) to address the root causes of misbehavior. Teams will include representatives from community based organizations, families, counselors, CASAs, and social workers, as appropriate.
- Student Support Specialists will maintain open lines of communication with families to facilitate collaboration.

- Administration will facilitate Student Study Teams (SSTs) to address the root causes of misbehavior. Teams will include representatives from community based organizations, families, counselors, CASAs, and social workers, as appropriate.
- Student Support Specialists will maintain open lines of communication with families to facilitate collaboration.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Student Support Specialist Salaries: \$112,331
Counselors (contract with BACR): \$83,956
Teacher Salaries: \$1,523,521
Administrator Salaries: \$204,382

Amount

Student Support Specialist Salaries: \$115,236
Counselors (contract with BACR): \$83,956
Teacher Salaries: \$1,494,433
Administrator Salaries: \$211,317

Amount

Student Support Specialist Salaries: \$118,000
Counselors (contract with BACR): \$83,956
Teacher Salaries: \$1,494,433
Administrator Salaries: \$211,317

Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000 Counseling Contract: 585400001110000 Teacher Salaries: 110100001110000	Budget Reference	Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000 Counseling Contract: 585400001110000 Teacher Salaries: 110100001110000	Budget Reference	Head of School Salary: 131100001127000 Assistant Head Salary: 132100001127000 Student Support Specialist Salaries: 210300001110000 Counseling Contract: 585400001110000 Teacher Salaries: 110100001110000

New
 Modified
 Unchanged

Goal 5: Arts and

All students will participate in designated Music, Art, Library, and PE courses. All students will participate in field trips aligned to Willow Creek’s scope and sequence. All students will have access to garden and nutrition program, including a high-quality school lunch. Middle school students will participate in Spanish classes.

Enrichment

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

In 2016-17, students in grades 1-8 participated in designated visual arts classes and shared visual art work at community arts event. Students in grades K-4 participated in Library classes. Students in grades K-8 participated in designated music classes and shared musical performance at community music performance. Students in grades K-8 participated in PE classes. All students had access to garden and nutrition program, including a high-quality school lunch. Middle school students participated in Spanish classes. All students participated in field trips aligned to Willow Creek's scope and sequence. Our community values continued, equitable access to these courses and programs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
See above	See above	Maintain enrichment resources.	Maintain enrichment resources.	Maintain enrichment resources.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goal 5:

Action **Arts and Enrichment**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Maintain current music and PE courses. Bring .8 FTE art teacher to 1.0 FTE. Maintain field trips aligned to scope and sequence. Add music classes for grades 6-8. Maintain Spanish classes for grades 6-8. Maintain garden and nutrition program, including high-quality school lunch program.</p> <p>Enhance enrichment opportunities and field trips in after school program, including pilot of maker space/tinker space.</p> <p>Develop STEM in existing science classroom lab for grades 1-8.</p>	<p>Maintain visual arts, music, and PE courses. Maintain field trips aligned to scope and sequence. Add music classes for grades 6-8. Maintain Spanish classes for grades 6-8. Maintain garden and nutrition program, including high-quality school lunch program.</p> <p>Enhance enrichment opportunities and field trips in after school program, including maker space/tinker space.</p> <p>Maintain STEM lab in existing science classroom for grades 1-8.</p>	<p>Maintain visual arts, music, and PE courses. Maintain field trips aligned to scope and sequence. Add music classes for grades 6-8. Maintain Spanish classes for grades 6-8. Maintain garden and nutrition program, including high-quality school lunch program.</p> <p>Enhance enrichment opportunities and field trips in after school program, including maker space/tinker space.</p> <p>Maintain STEM lab in existing science classroom for grades 1-8.</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Music teacher salaries: \$91,586
 Music supplies: \$2,000
 PE teacher salaries: \$84,487
 PE supplies: \$1,000
 Art teacher salary: \$64,100
 Art supplies: \$2,000
 Instructional supplies, including field trip costs: \$72,172
 Garden and nutrition salary: \$15,000
 Garden and nutrition supplies: \$3,500
 Meals program salaries: \$125,514
 Meals program supplies: \$130,300
 After school program salaries: \$184,791
 After school program supplies: \$7,000
 Professional services after school (scholarships): \$27,298
 Librarian salary: \$14,019
 Library supplies: \$2,000
 Spanish teacher salary: \$55,141
 Spanish supplies: \$3,400

Amount

Music teacher salaries: \$93,762
 Music supplies: \$2,000
 PE teacher salaries: \$85,000
 PE supplies: \$1,000
 Art teacher salary: \$66,000
 Art supplies: \$2,000
 Instructional supplies, including field trip costs: \$72,172
 Garden and nutrition salary: \$15,000
 Garden and nutrition supplies: \$3,500
 Meals program salaries: \$128,526
 Meals program supplies: \$130,300
 After school program salaries: \$184,791
 After school program supplies: \$7,000
 Professional services after school (scholarships): \$36,000
 Librarian salary: \$14,355
 Spanish teacher salary: \$56,177
 Spanish supplies: \$3,400

Amount

Music teacher salaries: \$95,000
 Music supplies: \$2,000
 PE teacher salaries: \$85,000
 PE supplies: \$1,000
 Art teacher salary: \$68,000
 Art supplies: \$2,000
 Instructional supplies, including field trip costs: \$72,172
 Garden and nutrition salary: \$15,000
 Garden and nutrition supplies: \$3,500
 Meals program salaries: \$130,000
 Meals program supplies: \$130,300
 After school program salaries: \$184,791
 After school program supplies: \$7,000
 Professional services after school (scholarships): \$36,000
 Librarian salary: \$14,500
 Spanish teacher salary: \$58,000
 Spanish supplies: \$3,400

Source

General fund
 Federal Child Nutrition
 State Child Nutrition

Source

General fund
 Federal Child Nutrition
 State Child Nutrition

Source

General fund
 Federal Child Nutrition
 State Child Nutrition
 ASES

Budget Reference

ASES
Music teacher salaries: 210190301110000
Music supplies: 431090301110000
PE teacher salaries: 210100001142000
PE supplies: 431000001142000
Art teacher salary: 210190701110000
Art supplies: 431007601110000
Instructional supplies, including field trip costs: 431000001110000
Garden and nutrition salary: 585891151110000
Garden and nutrition supplies: 43109151110000
Meals program salaries: Meals program supplies: 432053101137000 and 470053101137000
After school program salaries: 220160101139000 220191601139000 230391601139000 230491601139000
After school program supplies: 431091601139000
Professional services after school: 585991601139000
Librarian salary: 222100001124200
Library supplies: 431091701110000
Spanish teacher salary:

Budget Reference

ASES
Music teacher salaries: 210190301110000
Music supplies: 431090301110000
PE teacher salaries: 210100001142000
PE supplies: 431000001142000
Art teacher salary: 210190701110000
Art supplies: 431007601110000
Instructional supplies, including field trip costs: 431000001110000
Garden and nutrition salary: 585891151110000
Garden and nutrition supplies: 43109151110000
Meals program salaries: Meals program supplies: 432053101137000 and 470053101137000
After school program salaries: 220160101139000 220191601139000 230391601139000 230491601139000
After school program supplies: 431091601139000
Professional services after school: 585991601139000
Librarian salary: 222100001124200
Library supplies: 431091701110000

Budget Reference

Music teacher salaries: 210190301110000
Music supplies: 431090301110000
PE teacher salaries: 210100001142000
PE supplies: 431000001142000
Art teacher salary: 210190701110000
Art supplies: 431007601110000
Instructional supplies, including field trip costs: 431000001110000
Garden and nutrition salary: 585891151110000
Garden and nutrition supplies: 43109151110000
Meals program salaries: Meals program supplies: 432053101137000 and 470053101137000
After school program salaries: 220160101139000 220191601139000 230391601139000 230491601139000
After school program supplies: 431091601139000
Professional services after school: 585991601139000
Librarian salary: 222100001124200
Library supplies: 431091701110000
Spanish teacher salary:

210590201110000
Spanish class
supplies:
431090201110000

Spanish teacher
salary:
210590201110000
Spanish class
supplies:
431090201110000

210590201110000
Spanish class
supplies:
431090201110000

New

Modified

Unchanged

Goal 6: Operations

High-quality instruction will be supported by efficient maintenance services, custodial services, and administrative resources.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

As our school has grown from 252 students in 2011-12 to 401 students in 2016-17, we have needed to add resources to support school operations. With many resources in place, our goal now is to leverage them as efficiently as possible as we grow to our projected enrollment of 420. Family survey data indicate facilities as an area of need. Teacher survey data indicate sharing space has become challenging as the school has grown. School communications have improved dramatically, thanks to increased access to technology resources, which need to be maintained.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Family survey data Staff survey data	While survey data are positive overall with regard to operations, facilities are an area of need. Survey respondents indicated significant need in these areas: bathrooms, campus maintenance, play structures, grounds maintenance, and security. Currently, only 38 percent of respondents feel there are significant needs in the area of facilities.	High-quality instruction will be supported by efficient maintenance services, custodial services, and administrative resources, as measured by survey data. Target: maintain 90+ percent satisfaction with administrative resources and increase satisfaction with facilities and maintenance to 50 percent.	High-quality instruction will be supported by efficient maintenance services, custodial services, and administrative resources, as measured by survey data. Target: maintain 90+ percent satisfaction with administrative resources and increase satisfaction with facilities and maintenance to 60 percent.	High-quality instruction will be supported by efficient maintenance services, custodial services, and administrative resources, as measured by survey data. Target: maintain 90+ percent satisfaction with administrative resources and increase satisfaction with facilities and maintenance to 65 percent.

Action **Goal 6:
Operations**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Measure against quantitative baseline to ensure family and staff satisfaction with school operations, including maintenance, custodial, scheduling, and administrative resources.

Maintain current receptionist, data assistant, and part-time business administrative assistant.

Maintain current custodial and maintenance resources.

Revise Master Facilities Plan in cooperation with SMCSO (5-year scope), and create financial plan to implement Master Facilities Plan in coordination with SMCSO.

Leverage current facilities to enhance educational program (garden, creek, baseball diamond, library, public art, technology lab, science lab).

Prioritize annual maintenance and special projects in annual plans (includes bathrooms, drainage, carpets, turn-around areas, HVAC, athletics spaces).

2018-19

New Modified Unchanged

Measure against quantitative baseline to ensure family and staff satisfaction with school operations, including maintenance, custodial, scheduling, and administrative resources.

Maintain current receptionist, data assistant, and part-time business administrative assistant.

Maintain current custodial and maintenance resources.

Leverage current facilities to enhance educational program (garden, creek, baseball diamond, library, public art, technology lab, science lab).

2019-20

New Modified Unchanged

Measure against quantitative baseline to ensure family and staff satisfaction with school operations, including maintenance, custodial, scheduling, and administrative resources.

Maintain current receptionist, data assistant, and part-time business administrative assistant.

Maintain current custodial and maintenance resources.

Leverage current facilities to enhance educational program (garden, creek, baseball diamond, library, public art, technology lab, science lab).

Prioritize annual maintenance and special projects in annual plans (includes bathrooms, drainage, carpets, turn-around areas, HVAC, athletics spaces).

Prioritize annual maintenance and special projects in annual plans (includes bathrooms, drainage, carpets, turn-around areas, HVAC, athletics spaces).

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Maintenance and Custodial staff salaries: \$81,637
 Clerical salaries: \$96,679
 Administrator salaries: \$204,382
 Business Services Contract: \$72,000
 Oversight Fee: \$100,201
 Tech Services: \$50,000
 Communications: \$8,466
 Facilities Subagreements: \$50,000
 Non-capitalized equipment: \$36,000
 Non-capitalized fixed assets: \$7,000
 Maintenance and Equipment Rentals, Leases, Repairs: \$29,244
 Legal and Audit Services: \$30,000

Amount

Maintenance and Custodial staff salaries: \$83,597
 Clerical salaries: \$98,998
 Administrator salaries: \$211,317
 Business Services Contract: \$72,000
 Oversight Fee: \$100,088
 Tech Services: \$50,000
 Communications: \$8,402
 Facilities Subagreements: \$50,000
 Non-capitalized equipment: \$36,000
 Non-capitalized fixed assets: \$7,000
 Maintenance and Equipment Rentals, Leases, Repairs: \$29,244
 Legal and Audit Services: \$30,000

Amount

Maintenance and Custodial staff salaries: \$83,597
 Clerical salaries: \$98,998
 Administrator salaries: \$211,317
 Business Services Contract: \$72,000
 Oversight Fee: \$100,088
 Tech Services: \$50,000
 Communications: \$8,402
 Facilities Subagreements: \$50,000
 Non-capitalized equipment: \$36,000
 Non-capitalized fixed assets: \$7,000
 Maintenance and Equipment Rentals, Leases, Repairs: \$29,244
 Legal and Audit Services: \$15,000

Source

General Fund

Source

General Fund

Source

General Fund

Budget Reference

Maintenance and Custodial staff salaries: 221100001181000
 Clerical salaries: 240100001127000
 Head of School Salary: 131100001127000
 Assistant Head

Budget Reference

Maintenance and Custodial staff salaries: 221100001181000
 Clerical salaries: 240100001127000
 Head of School Salary: 131100001127000
 Assistant Head

Budget Reference

Maintenance and Custodial staff salaries: 221100001181000
 Clerical salaries: 240100001127000
 Head of School Salary: 131100001127000
 Assistant Head

Salary:
132100001127000
Business Services
Contract:
580600000073000
Oversight Fee:
582000000076000
Tech Services:
585600001127000
Communications:
591000001127000
592000001127000
593000001127000
Facilities
Subagreements:
510062301184000
Non-capitalized
equipment:
441000001110000
441000001127000
441053101137000
Maintenance and
Equipment:
563000001187000
564000001187000
Equipment Rentals,
Leases, Repairs:
561000001127000
561053101137000
Legal and Audit
Services:
585000001127000

Salary:
132100001127000
Business Services
Contract:
580600000073000
Oversight Fee:
582000000076000
Tech Services:
585600001127000
Communications:
591000001127000
592000001127000
593000001127000
Facilities
Subagreements:
510062301184000
Non-capitalized
equipment:
441000001110000
441000001127000
441053101137000
Maintenance and
Equipment:
563000001187000
564000001187000
Equipment
Rentals, Leases,
Repairs:
561000001127000
561053101137000
Legal and Audit
Services:
585000001127000

Salary:
132100001127000
Business Services
Contract:
580600000073000
Oversight Fee:
582000000076000
Tech Services:
585600001127000
Communications:
591000001127000
592000001127000
593000001127000
Facilities
Subagreements:
510062301184000
Non-capitalized
equipment:
441000001110000
441000001127000
441053101137000
Maintenance and
Equipment:
563000001187000
564000001187000
Equipment Rentals,
Leases, Repairs:
561000001127000
561053101137000
Legal and Audit
Services:
585000001127000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 241,054

Percentage to Increase or Improve Services:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each use of funds ([see instructions](#)).

Our supplemental and concentration grant funds will increase or improve the following services:

- 1.0 FTE Primary Intervention Specialist provides small group support to at-risk students in grades K, 1, and 2
- Summer programming targets high-quality instruction toward at-risk students
- 3.0 FTE Student Support Specialists support Restorative Justice implementation and home-school partnership
- 1.0 FTE Math Specialist and .8 FTE Literacy Specialist provide coaching and support for curriculum and assessment implementation
- Professional development in English Language Development strategies

We will ensure that these resources are principally directed to unduplicated pupils in the following ways: prioritizing English Learners and low-income students for Primary Intervention Support and intensive summer instruction from certificated staff using research-based curricula; engaging strategies, such as Restorative Justice, to decrease suspensions, which disproportionately impact low-income students; building teacher capacity to make instruction accessible to English Learners through professional learning communities focused on English Language Development.

Sausalito Marin City School District

Agenda Item: 7.02

Date: May 29, 2018

- | | | | |
|-------------------------------------|---------------------------------|--------------------------|----------------|
| <input type="checkbox"/> | Correspondence | <input type="checkbox"/> | Consent Agenda |
| <input type="checkbox"/> | Reports | | |
| <input type="checkbox"/> | General Functions | | |
| <input type="checkbox"/> | Pupil Services | | |
| <input type="checkbox"/> | Personnel Services | | |
| <input checked="" type="checkbox"/> | Financial & Business Procedures | | |
| <input type="checkbox"/> | Curriculum and Instruction | | |
| <input type="checkbox"/> | Policy Development | | |
| <input type="checkbox"/> | Public Hearings | | |

Item Requires Board Action: Item is for Information Only:

Item: Consider Approval of the CSEA #394 Memoranda of Understanding (MOUs) for 2017-2018.

Background: The District Administration and the CSEA #394 Team has been meeting regularly to resolve a number of issues:

- Stipend for Additional Duties – April 18, 2018
- Temporary Change in Hours – April 18, 2018
- Playground Supervision (Re)Classification – April 18, 2018
- District's Physical Education Program – April 26, 2018

Fiscal Impact: Paid by General Fund Base Dollars

1. One-Time New Expense \$16,625 for 2017-2018
2. Ongoing New Expense \$4,800
 - Temporary Change in Hours 2017-2018 (One-Time):
 - 2017-2018 \$7,925
 - Playground Supervision (Re)Classification (Ongoing):
 - 2017-2018 \$3,900
 - 2018-2019 \$4,800
 - 2019-2020 \$5,100
 - District's Physical Education Program (One-Time):
 - 2017-2018: \$4,800 (Estimated)
 - Stipend for Additional Duties:
 - Expense Budgeted in Current and Subsequent Years

Recommendation: Approve

Attachments:

- MOUs: Stipend for Additional Duties, Temporary Change in Hours, Playground Supervision Classification, District's Physical Education Program.

MEMORANDUM OF UNDERSTANDING

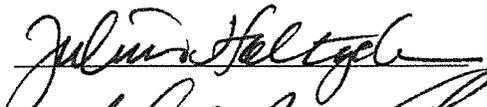
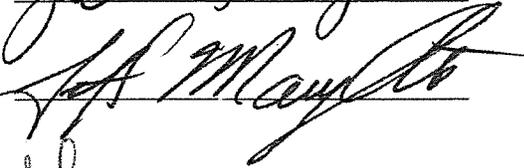
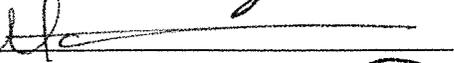
Between the California School Employees Association and its Golden Gate Chapter #394
And the Sausalito Marin City School District

Stipend for Additional Duties - April 18, 2018

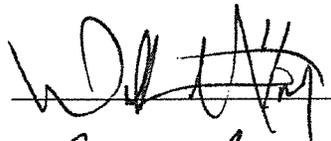
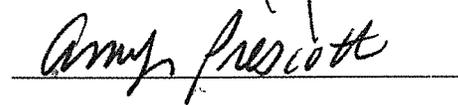
This Memorandum of Understanding represents the parties' understanding related to the stipend for the School Site Secretary, Julius Holtzclaw. The Parties mutually agree to the following:

1. In recognition that School Site Secretary Julius Holtzclaw has been performing specialized duties for a student with special needs during the 2017/2018 school year, including catheterization and toileting, the District agrees to compensate Holtzclaw \$80.00 per day for all work days of this year. Holtzclaw shall also receive this stipend if he continues to perform the specialized duties in the following years.
2. Any difference arising from the interpretation, administration, or application of this proposed language may be addressed through the grievance procedure set forth in the Collective Bargaining Agreement or other remedial mechanism available by law, if applicable.

Signed by:
For CSEA:


For District:



Board Approved
5-8-18

MEMORANDUM OF UNDERSTANDING

Between the California School Employees Association and its Golden Gate Chapter #394
And the Sausalito Marin City School District

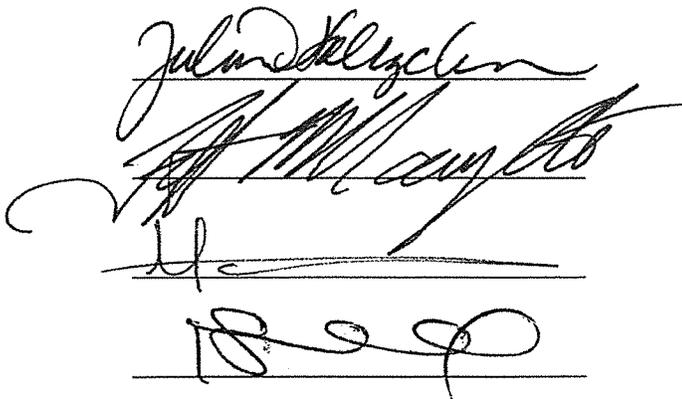
Temporary Change in Hours - April 18, 2018

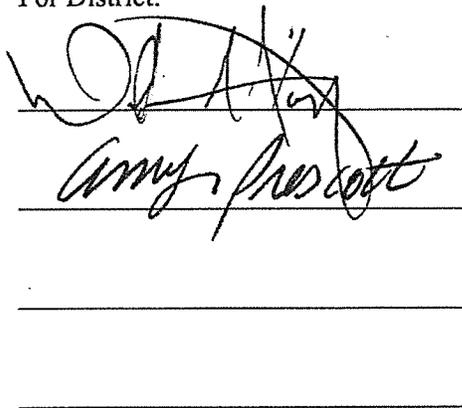
This Memorandum of Understanding represents the parties' understanding related to the temporary change of hours of a Paraprofessional position. The Parties mutually agree to the following:

1. The Paraprofessional position currently occupied by Lawana Cook shall be temporarily increased from 3.75 hours per day to 6.5 hours per day for the remainder of the 2017/2018 as follows:
 - a. Cook shall be compensated, and have any fringe benefits adjusted, to a 6.5 hour a day position for a total of ninety-four work days in the 2017/2018 year which includes all of the days worked and to be worked in the fiscal year.
 - b. If the District decides that there will be a continuing need for the additional hours beyond June 30, 2018, it shall post the additional hours as per the collective bargaining agreement.
2. Any difference arising from the interpretation, administration, or application of this proposed language may be addressed through the grievance procedure set forth in the Collective Bargaining Agreement or other remedial mechanism available by law, if applicable.

Signed by:
For CSEA:

For District:

Three handwritten signatures in black ink are written over three horizontal lines. The signatures are cursive and somewhat stylized.

Two handwritten signatures in black ink are written over two horizontal lines. The first signature is cursive and appears to be 'W. J. ...'. The second signature is cursive and appears to be 'Amy Prescott'.

Board Approved
5-8-18

MEMORANDUM OF UNDERSTANDING

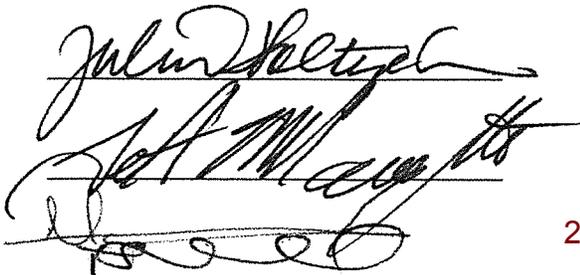
Between the California School Employees Association and its Golden Gate Chapter #394
And the Sausalito Marin City School District

Playground Supervisor Classification - April 18, 2018

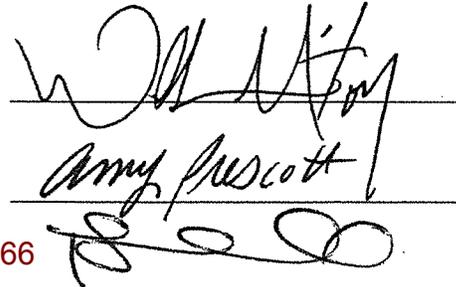
This Memorandum of Understanding represents the parties' understanding related to the reclassification of the bargaining unit classification of Playground Supervisor. The Parties mutually agree to the following:

1. All bargaining unit positions in the Playground Supervisor classification shall be reclassified to the Paraprofessional classification. Members who are currently in Playground Supervisor positions shall be reclassified as follows:
 - a. The following employees shall be reclassified effective September 5, 2017: Lawana Cook and Jamal Graham.
 - b. The following employees shall be reclassified effective May 9, 2018: Kylar Harvey and LaDonna Jones.
 - c. The positions shall not experience a change in hours.
 - d. The Paraprofessional job description has the following minimum educational requirement: "high school diploma or recognized equivalent, and two years of college (48 units), or A.A degree (or higher), or pass a local assessment of knowledge and skills in assisting in instruction." Any reclassified employees who do not meet the educational requirements will have the opportunity to take the Paraprofessional assessment given by the Marin County Office of Education or other local agency, paid by the District, to meet the requirement.
 - i. Employees shall have until the first day of classes in the 2018/2019 year to meet this requirement. Any employees who are not able to fulfill the requirement shall return to a Playground Supervisor position.
2. The Playground Supervisor classification shall remain on the CSEA salary schedule for the purpose of Paragraph 1.d.i. The intent is that any future positions are opened as Paraprofessional positions and not Playground Supervisor, however, the District reserves the right to open future Playground Supervisor positions if the need arises.
3. Any difference arising from the interpretation, administration, or application of this proposed language may be addressed through the grievance procedure set forth in the Collective Bargaining Agreement or other remedial mechanism available by law, if applicable.

Signed by:
For CSEA:



For District:



*Board Approved
5-8-18*

MEMORANDUM OF UNDERSTANDING

Between the California School Employees Association and its Golden Gate Chapter #394
And the Sausalito Marin City School District

District's Physical Education Program - April 26, 2018

This Memorandum of Understanding represents the parties' understanding related to the District's Physical Education Program (Program) and the impacts on bargaining unit work.

Recitals

Whereas, the parties previously negotiated a stipend for two (2) Paraprofessional: Physical Education Assistant I & II positions assisting in the Program;

Whereas, the District wants to review the implementation of the Program;

Whereas, the parties desire to resolve the issues and disputes that have arisen due to the District entering into an agreement with the Marin City Community Services District (MCCSD).

Now, therefore, the Parties mutually agree to the following:

Terms

1. The Memorandum of Understanding (MOU) regarding Paraprofessional: Physical Education Assistant I & II negotiated in 2015, shall expire effective April 30, 2018. This includes halting the previously negotiated stipend, except as specified below, and discontinuing the use of the job descriptions. The MOU shall be archived in the collective bargaining agreement for reference purposes only.
2. For the remainder of the 2017/2018 school year, the District shall continue the use of the MCCSD for the Program.
3. The parties shall meet at least once prior to every June 30 to confer on the implementation of a Program. The District and CSEA both acknowledge the use of paraprofessionals within the scope of the paraprofessional's job description is not subject to negotiations. The Parties agree to begin negotiations on any applicable subjects of bargaining, including, but not limited to, the use of bargaining unit members in the District's Program outside of the job duties of a paraprofessional. Such negotiations may continue after June 30 but the District shall not implement a Program, or changes to the Program which would impact bargaining unit members or work without completion of negotiations.
4. The District may develop within the Program the use of subject-area experts as follows:
 - a. The District shall develop the criteria, conditions, and requirements of the use of these experts and shall meet with CSEA prior to implementation.
 - b. CSEA bargaining unit members shall have the first right of refusal to these additional assignments as long as they meet the criteria developed by the District.
5. For the remainder of the 2017/2018 school year, CSEA Paraprofessionals shall have the right to assist in the Program at MCCSD as follows:
 - a. Any Paraprofessionals who volunteer to assist in the Physical Education Testing, shall receive an \$800 stipend.
 - b. Any Paraprofessionals who volunteer to assist in the Program by (1) overseeing and supervising students during Program activities or (2) who fill in for absent MCCSD staff shall receive a \$600 stipend per month.
 - c. The District reserves the right to limit the number of Paraprofessional volunteers for the Program, however, a minimum of two (2) volunteers shall be solicited to

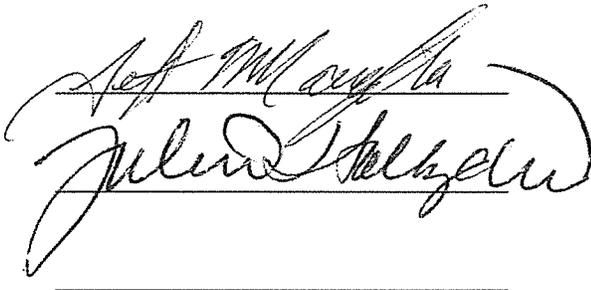
assist in the program. The District reserves the right to approve volunteers based on scheduling considerations and Program needs.

- d. The District shall compensate the following Paraprofessionals for assisting in the Program for the 2017/2018 year with a total \$300 stipend per month worked from the beginning of the year until March 2018.

- Kenneth Price: September 2017 through March 2018
7 Months at \$300 per Month – Total \$2,100
- Lawana Cook: February 2018 through March 2018
2 Months at \$300 per Month – Total \$600

6. Any difference arising from the interpretation, administration, or application of this proposed language may be addressed through the grievance procedure set forth in the Collective Bargaining Agreement or other remedial mechanism available by law, if applicable.

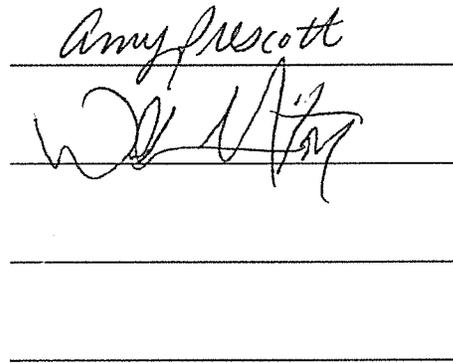
Signed by:
For CSEA:



Two handwritten signatures in cursive, one above the other, on a horizontal line. The top signature appears to be 'Jeff M...' and the bottom one is 'Julian...'. Below the line is another horizontal line.

Marking in 5-14-18

For District:



Two handwritten signatures in cursive, one above the other, on a horizontal line. The top signature appears to be 'Amy Prescott' and the bottom one is 'W...'. Below the line is another horizontal line.

Sausalito Marin City School District
 Personnel Action Report
 2017/2018- 6

Date of Board Meeting: May 29, 2018

Action	Name	Title	FTE	Site	Effective Date
--------	------	-------	-----	------	----------------

Classified

Certificated

Hired	Vanamali Tay	Middle School Math/Science	1.0	BMLK	8/20/2018

Confidential

--	--	--	--	--	--

Administrative
