



Sausalito Marin City School District
June 26, 2018



Willow Creek: Vision and Mission

Vision: That all Willow Creek Academy graduates become curious, passionate people who positively impact their families, communities and the world.

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.

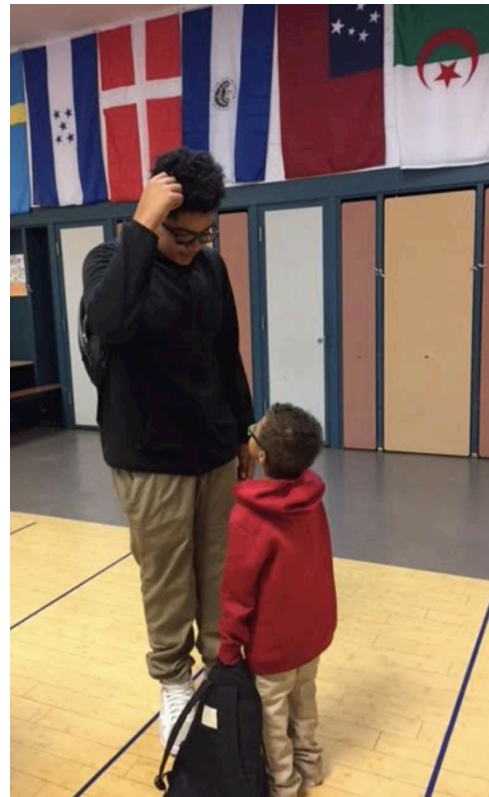


Our Community: Enrollment

WCA is a public charter school serving students in **Kindergarten to 8th grade**.

We serve roughly **equal numbers of students from Sausalito and Marin City**, and, in accordance with state law, we serve students from outside our District boundaries as well.

Class sizes range from: 20-24 (grades K-4) to 24-26 (grades 5-8).





Our Community: 2018/19 Projected Enrollment

WCA 2018-19 Projected Enrollment by Residency
June 21, 2018

Enrollment	K (40)	1 (40)	2(44)	3 (48)	4 (48)	5 (50)	6 (52)	7 (52)	8 (50)	Total
S	22	17	17	21	17	23	19	24	15	175
MC	15	18	24	19	20	17	21	20	19	173
O	2*	3	3	8	7	10	12	6	11	62
Total	39	38	44	48	44	50	52	50	45	410

*Both are children of staff members and siblings.

- 348 of our students live In-district, representing 85% of enrollment in 2018-19.
- 50% of in-district WCA students live in Marin City and 50% in Sausalito.
- 75% of out-of-district students reside in Marin County, with San Rafael, Mill Valley representing the largest towns.



Our Community: Demographics

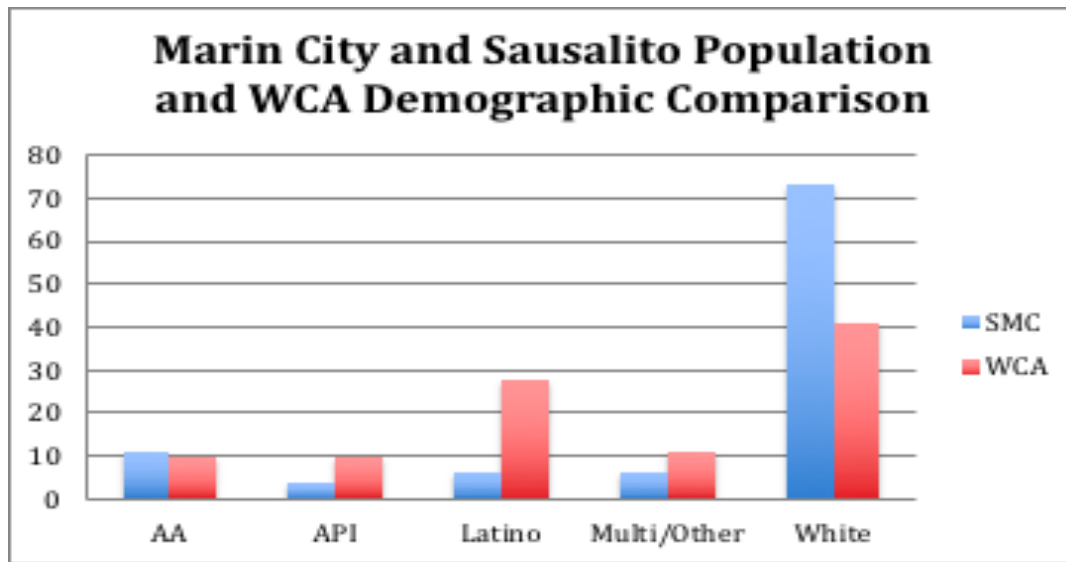
Our community is proudly diverse:

- We have **no racial majority**
- WCA has a Ethnic Diversity index of 58, compared to 41 for Marin County and 49 for Bayside/MLK.*
- 40 percent of our students qualify for free or reduced price lunch.
- 22 percent of our students speak a language other than English at home (representing 32 total home languages).
- 10 percent receive special education services on our campus.





Our Community: Racial Balance



WCA has no racial majority and over-indexes for students of color vs. general population:

- African American Population: 11% of District, 10.3% of WCA
- Asian Population: 3% of District, 10% of WCA
- Hispanic/Latino Population: 6% of District, 28% of WCA
- Multi-Ethnic Population: 6% in District, 11% of WCA
- White Population: 73% of District, 41% of WCA



Our Programs: Curriculum

We offer a **project-based, inquiry-driven** approach with a goal of true understanding.

We are committed to the mastery of Common Core State Standards and Next Generation Science Standards.

We support our students' **social-emotional** needs as a basis for academic achievement:

- Responsive Classroom philosophy school-wide
- Restorative Justice approach to supporting students.

We emphasize **global citizenship, media literacy, arts integration, and “learning inside and out.”**





Our Programs: Support for Diverse Learners

We offer significant learning support:

- Assistant Teachers in grades K, 1, and 2
- Primary Intervention Specialist and Content Specialists in Mathematics and Language Arts
- Technology as a tool for enrichment/intervention
- Student Support Teams
- After school program and enrichment classes (free for low-income families)





Accomplishments of the Current Charter Term: Curriculum and Instruction

- Developed a Local Control and Accountability Plan keyed to our Vision and Mission.
- Developed our Parent Council into an active forum for family empowerment and education.
- Developed a school-wide Scope and Sequence to ensure vertical alignment as we teach the Common Core State Standards.
- Implemented Northwest Evaluation Association's MAP benchmark assessments.
- Adopted Lucy Calkins Readers and Writers Workshop Units of Study curriculum (K-8), Pearson Investigations Math curriculum (K-5), and College Prep Math curriculum (6-8).
- Implemented supplemental Algebra class for 8th graders.



Accomplishments of the Current Charter Term: Professional Learning

- 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.
- Supported a cohort of teachers pursuing advanced certification through the National Board for Professional Teaching Standards.
- Engaged in weekly Deep Dive professional development sessions led by teacher-leaders on our team (topics included Math, Language Arts, English Language Development, and Culturally Relevant Pedagogy).



Accomplishments of the Current Charter Term: Enrichment

- Created the new position of Primary Intervention Specialist to provide targeted support and family outreach for students in grades K-2.
- Maintained our afterschool programs: After-school Enrichment Program and After-school Explorers. Both programs are free for low-income families.
- Maintained music program for grades K-5 and developed music program for grades 6-8.
- Developed Science Lab for grades 6-8 using grant from California Dept. of Fish and Wildlife.



Accomplishments of the Current Charter Term: High School Readiness

- 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.
- 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.



Accomplishments of the Current Charter Term: Social Emotional Learning

- Engaged all classrooms in the Responsive Classroom model, combining our academic curriculum with a research-based social-emotional 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.
- Partnered with Bay Area Community Resources to bring two full-time Counselors to the school to meet our students' varied social-emotional needs.



Accomplishments of the Current Charter Term: Social Emotional Learning

- 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.



Our Community Partnerships





Deep Dive: Arts Budgets FY 2018-19

Music

Salaries: \$95,968

.6 FTE Music Teacher (K-5)

.4 FTE Music Teacher (6-8)

Instructional Materials and Supplies: \$2,000

Cost/Student: \$239 (assumes enrollment of 410, K-8th grades)

Art

Salary: \$65,382

1.0 FTE Art Teacher (1-8)

Instructional Materials and Supplies: \$3,000

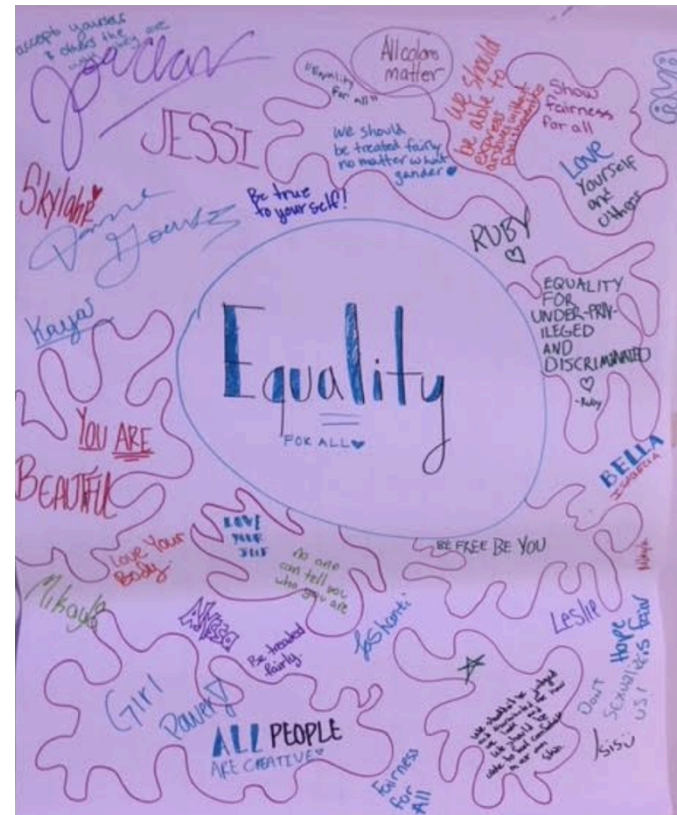
Cost/Student: \$185 (assumes enrollment of 370, 1st-8th grades)



Our students outperform the State of California and similar charter schools in Language Arts and Mathematics on our state standardized test.

Our team is making steady progress toward **closing the achievement/opportunity gap** for low-income students and English Learners.

Our school climate is **positive, joyful, and inclusive**, according to families, students, and teachers.





Our Results: CA School Dashboard

Student Group Report

Willow Creek Academy - Marin County

Enrollment: 396 Socioeconomically Disadvantaged: 40.7% English Learners: 21.2% Foster Youth: 1%

Grade Span: K-8 Charter School: Yes

Dashboard Release:

Fall 2017

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian
<u>Chronic Absenteeism</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			*	*				*	
<u>English Learner Progress (1-12)</u>	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			*	*			*	*	*
<u>Mathematics (3-8)</u>			*	*			*	*	*



Our Results: Status and Change

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The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.2%	Declined Significantly -2.6%
English Learner Progress (1-12)		High 82.7%	*
English Language Arts (3-8)		Medium 8.5 points above level 3	Increased +7 points
Mathematics (3-8)		Medium 10.5 points below level 3	Increased +6.2 points

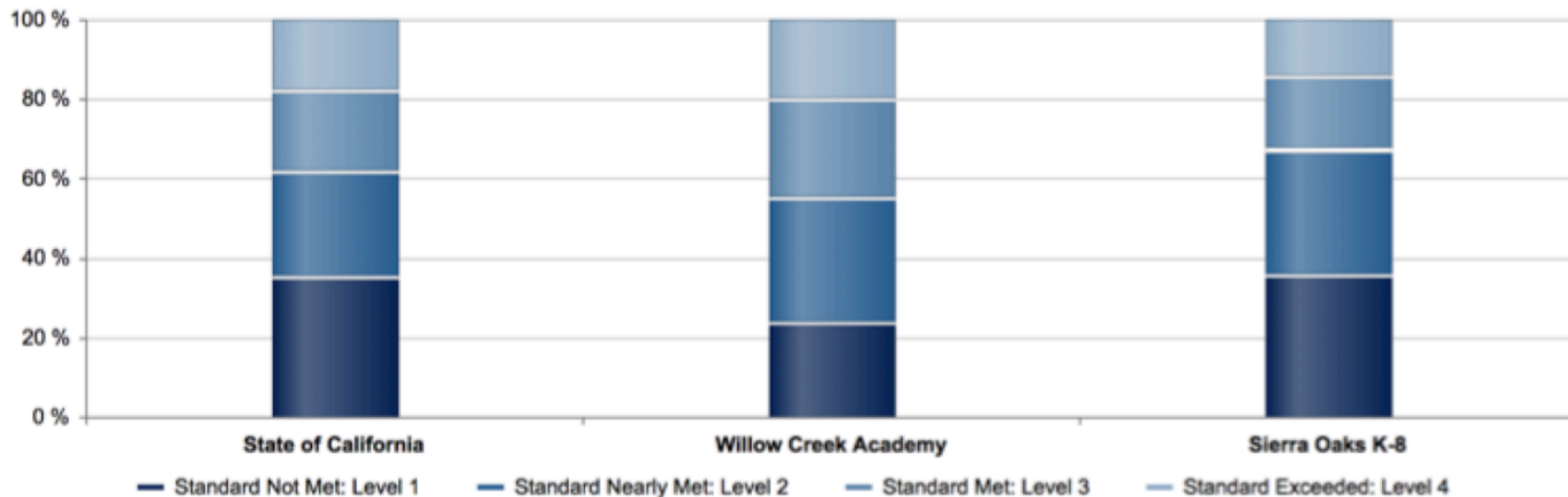


Math School Comparison: State and K-8 Charter

MATHEMATICS

2017 Achievement Level Distribution

All Grades



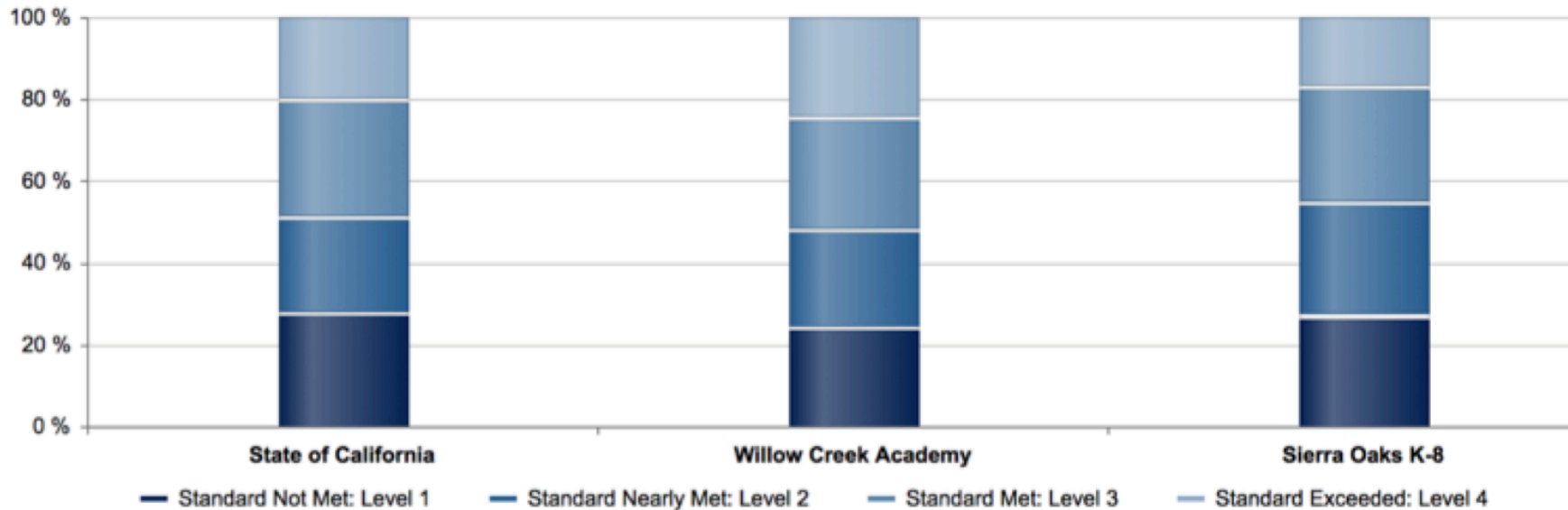


ELA School Comparison: State and K-8 Charter

ENGLISH LANGUAGE ARTS/LITERACY

2017 Achievement Level Distribution

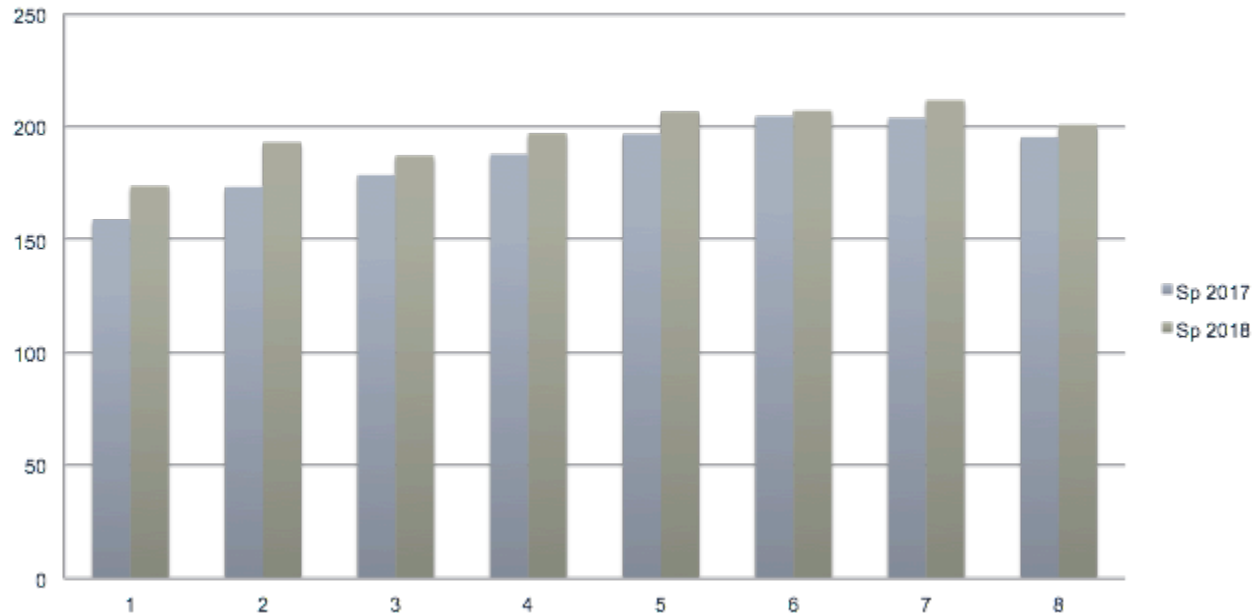
All Grades





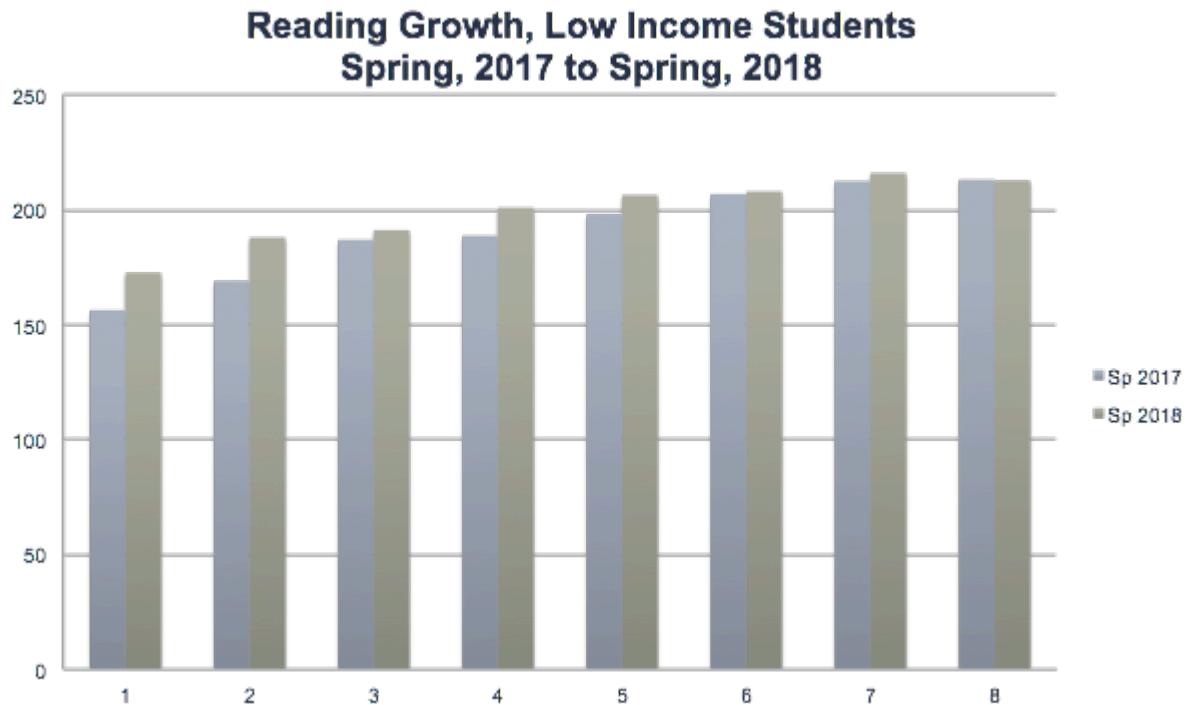
Reading Growth: Low Income Students

**Reading Growth, English Learners
Spring, 2017 to Spring, 2018**





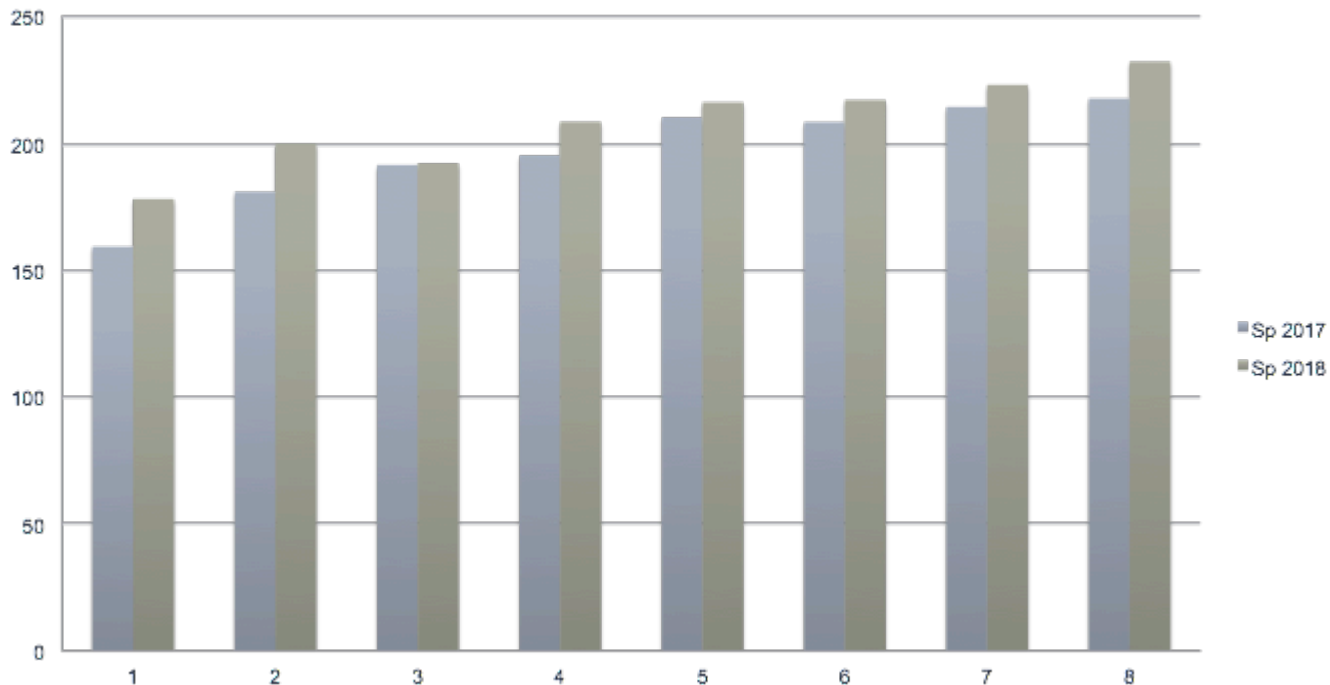
Reading Growth: English Learners





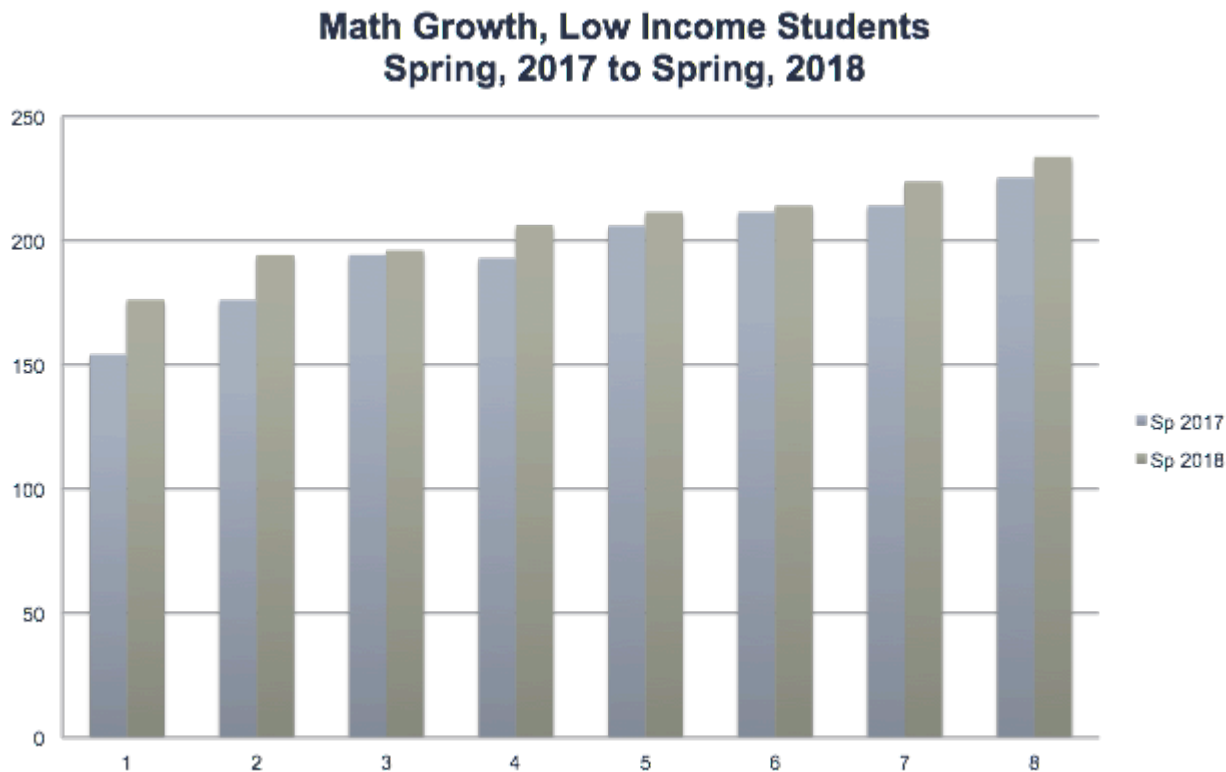
Math Growth: English Learners

**Math Growth, English Learners
Spring, 2017 to Spring, 2018**





Math Growth: Low Income Students





Our Results: Positive School Climate

Willow Creek Academy (Sausalito, CA)
Sausalito Marin City

Suspension (Elementary School) - Student Group Five-by-Five Placement

Select an Indicator: Reporting Year:

[Return to Search](#)

[View the Dashboard Report](#)

[View District Five-by-Five Placement](#)

[View Detailed Data](#)

LEVEL	Increased Significantly by greater than 2.0%	Increased by 0.3% to 2.0%	Maintained Declined or increased by less than 0.3%	Declined by 0.3% to less than 1.0%	Declined Significantly by 1.0% or greater
Very Low 0.5% or less	Gray (N/A)	Green (None)	Blue • White	Blue (None)	Blue • All Students (School Placement) • English Learners • African American • Asian • Two or More Races
Low greater than 0.5% to 1.0%	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue • Socioeconomically Disadvantaged • Hispanic
Medium greater than 1.0% to 3.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green • Students with Disabilities
High greater than 3.0% to 6.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very High greater than 6.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)



Our Results: Positive School Climate

Suspension Rate Report

Willow Creek Academy - Marin County

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Foster Youth: 1% Grade Span: K-8 Charter School: Yes

Dashboard Release:

Fall 2017

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Detailed Report

Student Group Report

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this indicator.

⌵ All

	Student Performance	Number of Students	Status	Change
All Students	🔵	418	Very Low 0.2%	Declined Significantly -2.6%
English Learners	🔵	88	Very Low 0%	Declined Significantly -2.1%
Foster Youth		4	*	*
Homeless		0	*	*
Socioeconomically Disadvantaged	🔵	179	Low 0.6%	Declined Significantly -5.2%
Students with Disabilities	🟢	49	Medium 2%	Declined Significantly -4.5%
African American	🔵	41	Very Low 0%	Declined Significantly -14%
American Indian		2	*	*
Asian	🔵	40	Very Low 0%	Declined Significantly -2.6%
Filipino		4	*	*
Hispanic	🔵	113	Low 0.9%	Declined Significantly -2%
Pacific Islander		0	*	*
Two or More Races	🔵	42	Very Low 0%	Declined Significantly -2.6%
White	🔵	176	Very Low 0%	Maintained 0%

Performance Levels:

🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)



- When I am at school, I feel I am safe. (80% All the time or Most of the time)
- When I am at school, I feel like I belong. (68% All the time or Most of the time)
- Other students are friendly. (78% All the time or Most of the time)





Our Results: School Climate

Our team is engaged and empowered.

Proportion of Positive Ratings	WCA	Typical School Nationally
Engagement and Empowerment	96%	80%
Relationships	92%	86%
Culture and Communication	92%	75%
Professional Development and Support	88%	73%



Our Results: 8th Grade Class Profile

2017-18 8th Grade Class

- 21/48 (44%) live in Marin City
- 26/48 (54%) qualify for FRPM
- 5 students placed Honors Geometry at Tam (3 from Marin City)
- 10 additional students will likely place into Geometry at Tam (3 from Marin City)
- 2 students were awarded full scholarships to Marin Academy (both from Marin City)



WCA: Critical Success Factors

- Clarity of Vision/Mission
- Consistency of school team
- Creative problem solving
- Caring community culture





Future Strategic Plan Priorities





Effect of District Budget Projections for 2019/2020

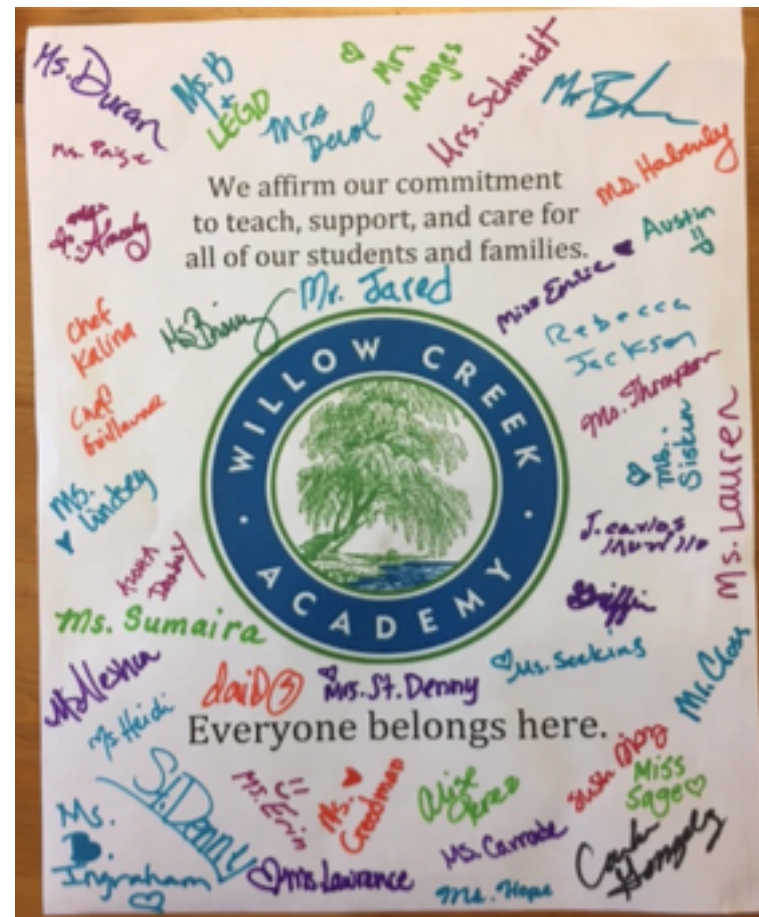
- District Budget assumptions would produce 10% gap in 2019/20 WCA Budget
- District Budget assumes max charges, zero sharing of \$3M excess tax revenue
- Potential offsets include excess tax revenue sharing, anticipated state funding increases, grants, expense reductions at District and school site levels

Total WCA Budget Revenue	\$4,223,027	
Special Ed funding		<u>\$245,721</u>
Revised revenue		<u>\$4,468,748</u>
Total WCA Budget Expenses	\$4,217,583	
Special Ed cost Est.		\$375,000
Facilities charges (net of 2% OH)	\$200,000	
Utilities		<u>\$100,000</u>
Revised expenses		<u>\$4,892,583</u>
Net Incr/(Decr) in Fund Bal	<u>\$(423,835)</u>	



Board/Site Leadership Teamwork Drives Success

- An effective board+site leadership partnership provides direction, stability and confidence to the total staff and community.
- The partnership leads to high morale, people who work effectively and efficiently and most importantly...students benefit.





WCA Board of Directors



Marcella Alexis-Addae, Director, is the mother of two children and a registered nurse working in cardiac intensive care. She is a graduate of Brent and Harrow School of Nursing in London.



Jeff Knowles, Director, is the father of two children and an attorney. He is a graduate of UCLA and UC Hastings.



Kurt Weinsheimer, President, is a father of three and has a background in launching e-commerce and media start-ups. He is a graduate of Boston College and Northwestern University.



Jim Henry, Treasurer, is a father and grandfather who recently retired as a managing partner at a large accounting firm. He has served on the boards of numerous non-profit organizations. He is a graduate of San Diego State University.



Lexi Musallem, Secretary, is a mother and attorney. She also serves on the board of Legal Aid of Marin. She is a graduate of UCLA and UC Hastings.



WCA Board of Directors



Sally Peck, Director, is a mother and grandmother, and she is the principal at Bacich Elementary School. She is a graduate of UC Santa Barbara and UC Davis.



Marijke Smit, Vice-president, is a mother and has extensive professional experience with educational facilities and master planning. She is a graduate of Columbia University.



Clark Warden, Director, is a retired financial executive who has served on the boards of numerous non-profits. He is a graduate of Iowa State University and the University of Pennsylvania.

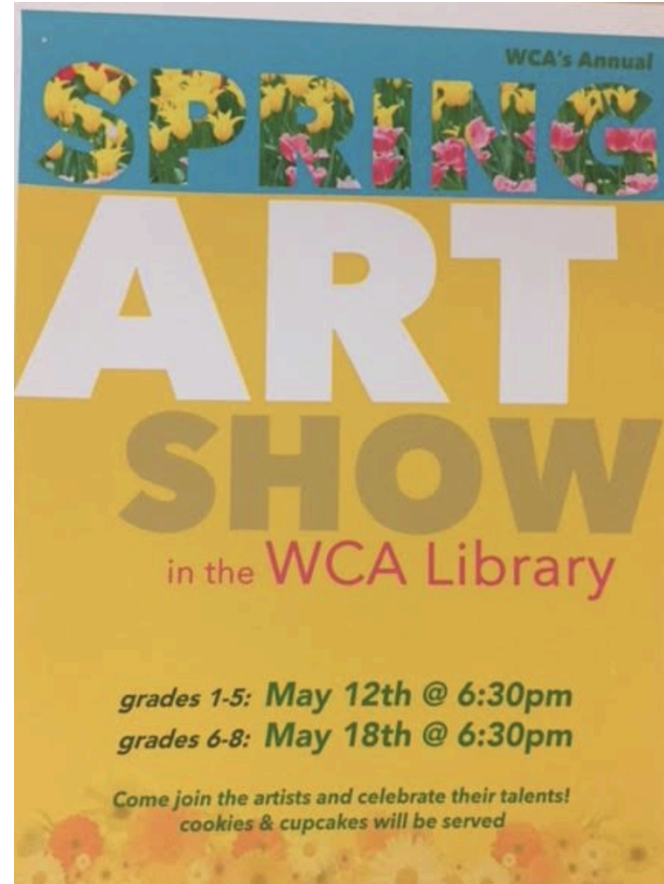


Johanna Vander Molen, Director, is a retired school superintendent with extensive experience in teaching and education leadership. She is a graduate of UC Santa Barbara, Pepperdine University, and the University of San Francisco.



Areas of support

- Keep our families at the center of relevant city decisions
- Reach out anytime you need input or perspective on issues affecting children and families
- Attend school events!





Questions?



APPENDIX



Legal and Policy Context

California School Board Association:

School districts are charged with providing a high-quality educational program that challenges all students to succeed. Local school boards are elected to hold the system accountable. When students attend a public charter school that has a separate governance structure and is granted significant freedom from state laws, the school board maintains ultimate accountability if it approved the charter. Thus, the school board must exercise due diligence in fulfilling its responsibilities with regard to charter schools and must act in the best interests of students enrolled in the charter school.



Willow Creek Students Are Public School Students

Charter School Law:

(a) The Legislature finds and declares all of the following:

- (1) Charter schools are part of the Public School System, as defined in Article IX of the California Constitution.
- (2) Charter schools are under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools, as provided in this part.
- (3) Charter schools shall be entitled to full and fair funding, as provided in this part.

California Supreme Court:

“Though independently operated, charter schools fiscally are part of the public school system; they are eligible equally with other public schools for a share of state and local education funding.”