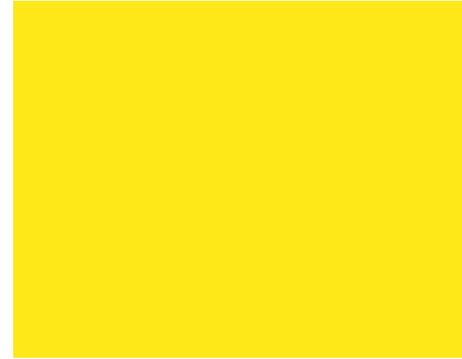


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Willow Community Day School

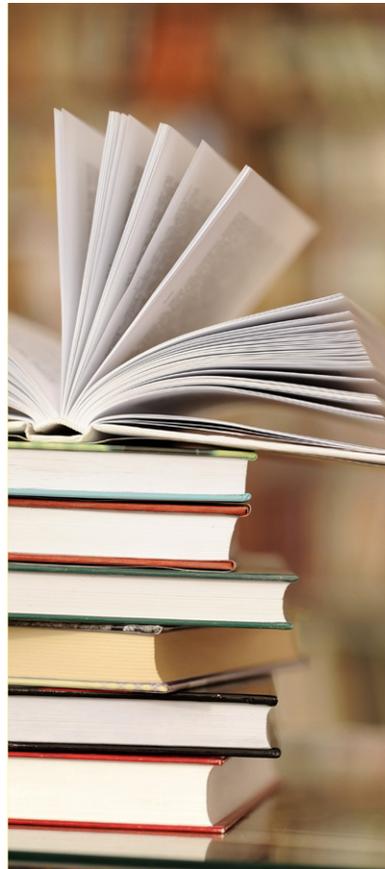
Grades 7-12
CDS Code 39-75499-3930393

Traci L Mitchell
Assistant Principal
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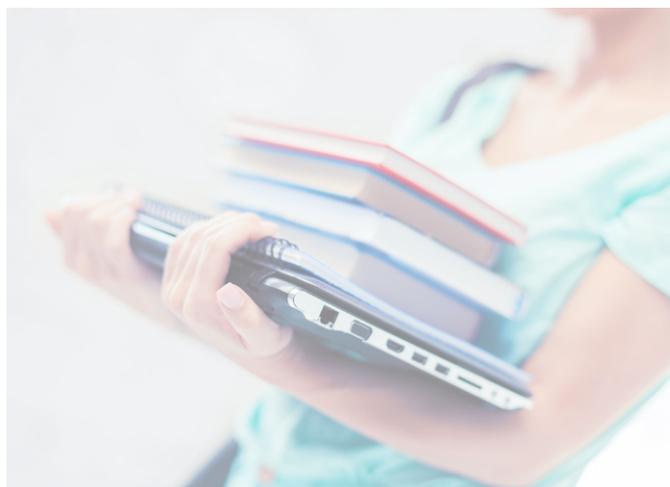
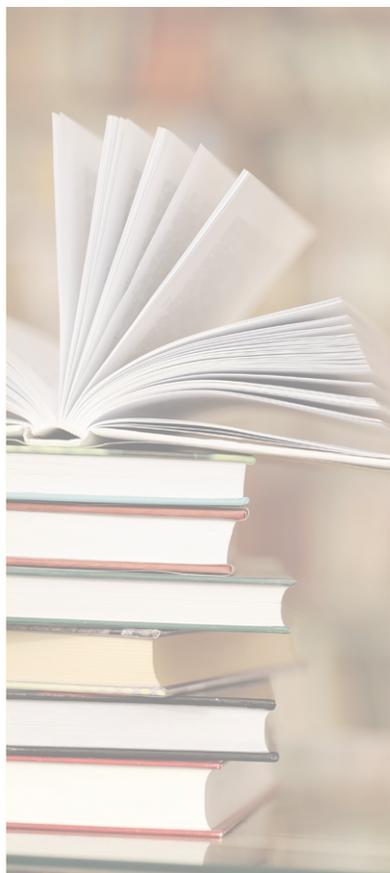
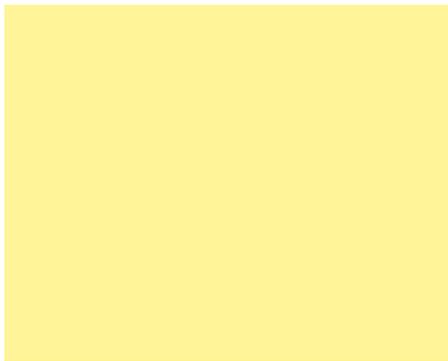
www.tracy.k12.ca.us/sites/wcds

Para español, visita
www.tracy.k12.ca.us



Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200



Principal's Message

Welcome to Willow Community Day School!

Willow Community Day School offers students a smaller teacher-to-student ratio (20:1) to allow for more individualized and small group instruction. Students enrolled in Willow Community Day School may come with deficiencies in their basic skills, or are in need of a systematic and intensive instruction in order to be successful in regular school classes. The curriculum we use stresses acquisition of basic skills in reading, language arts and mathematics.

The curriculum aligns with District Grade Level Standards of Achievement and required district courses. While acquiring remedial skills, instruction integrates subject areas, such as social studies, science and health. Creative and hands-on methodologies is used to deliver curriculum ensuring students' opportunities to master grade-level content thus creating a foundation by which they can be successful upon returning to comprehensive traditional schools.

School Mission Statement

Willow Community Day School is a school of opportunity for students that need help learning the necessary skills to be successful in academic, social, emotional and behavioral settings. Students develop skills that enable them to succeed in education and the general community. Students are encouraged to reflect upon appropriate behavior and conduct themselves in a positive manner. Willow Community Day School gives students the opportunity for a fresh start.

Parental Involvement

Parents are welcomed at Willow Community Day School and invited to participate through a variety of experiences.

Parents are encouraged to participate in our school activities. Parents are on campus for conferences and meetings with their student's teachers. Parents take part in student intake and orientation meetings on campus.

At the orientation meeting, the school administrator stresses the importance of parental involvement and support while their student is attending Willow Community Day School.

Parents are encouraged to contact their student's teachers via email, call to request a face-to-face meeting or a return phone call.

Parents are notified when their student is marked absent. Academic progress reports are sent home biweekly for parents to sign and have returned by their student.

The teacher contacts parents whenever any issue arises that may affect their student's success at Willow.

For more information on how to become involved at the school, please contact Traci Mitchell, assistant principal at (209) 830-3357.

School Safety

Willow has a comprehensive school emergency-response plan that includes annual training, fire drills, shelter-in-place, lockdown, earthquake procedures, student evacuation, emergency student release, and emergency communication and response.

In addition, Willow promotes programs and practices that promote a safe and positive learning environment. These include weekly positive rewards for appropriate behavior, grades and attendance. During the intake, students and parents sign the handbook acknowledging the strict policies designed to keep the campus safe.

The school safety plan is reviewed, updated and discussed with the school faculty in February each year and was last done in February 2019.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



"The future belongs to the educated."

TRACY
UNIFIED SCHOOL DISTRICT

District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

Jill Costa, Board Clerk

Simran Kaur, Member

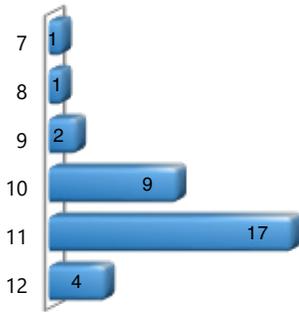
Ameni Alexander, Member

Lori Souza, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

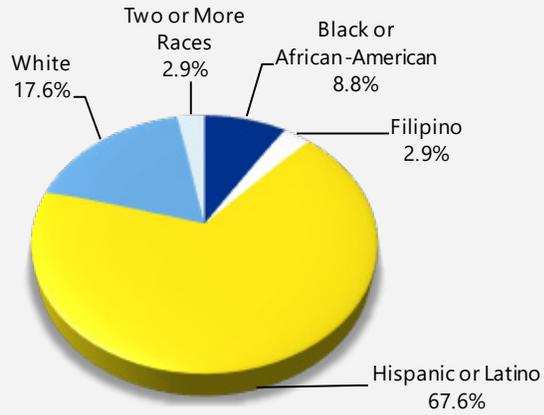
Willow CDS			
	15-16	16-17	17-18
Suspension rates	119.4%	72.7%	45.0%
Expulsion rates	0.0%	0.0%	2.5%
Tracy USD			
	15-16	16-17	17-18
Suspension rates	7.6%	10.5%	8.3%
Expulsion rates	0.6%	0.6%	0.7%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 34 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year

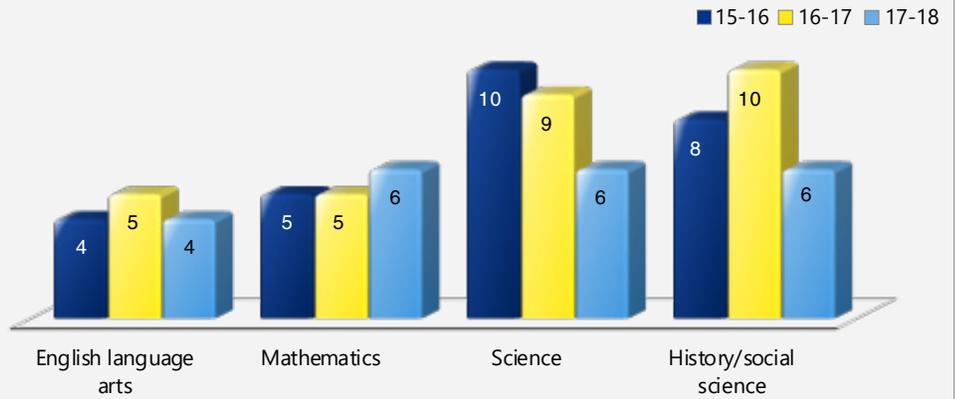


Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Subject	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	7			7			10		
Mathematics	6			7			6		
Science	3			4			8		
History/social science	4			3			6		

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

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

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Willow CDS		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Willow CDS		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	11%	20%	41%	42%	48%	50%
Mathematics	0%	0%	29%	30%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year	
Percentage of Students Meeting Fitness Standards	Willow CDS		
	Grade 5	Grade 7	
Four of six standards	◇	◇	
Five of six standards	◇	◇	
Six of six standards	◇	◇	

◇ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 7, 8 and 11.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 7, 8 and 11)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	15	15	100.00%	20.00%
Male	13	13	100.00%	23.08%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	11	11	100.00%	9.09%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	16	16	100.00%	0.00%
Male	14	14	100.00%	0.00%
Female	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	0.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsggrmin.asp or www.cde.ca.gov/ci/gc/hs/cefhs-gradreq.asp.

Completion of High School Graduation Requirements		Graduating Class of 2017	
Group	Willow CDS	Tracy USD	California
All students	❖	90.82%	88.72%
Black or African-American	❖	93.97%	82.15%
American Indian or Alaska Native	❖	80.00%	82.81%
Asian	❖	97.28%	94.93%
Filipino	❖	91.87%	93.45%
Hispanic or Latino	❖	88.41%	86.54%
Native Hawaiian or Pacific Islander	❖	100.00%	88.56%
White	❖	90.65%	92.12%
Two or more races	❖	90.48%	91.15%
Socioeconomically disadvantaged	❖	90.41%	88.64%
English learners	❖	62.66%	56.74%
Students with disabilities	❖	61.66%	67.12%
Foster youth	❖	100.00%	74.08%

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	14-15	15-16	16-17	14-15	15-16	16-17
Willow CDS	*	*	*	*	*	*
Tracy USD	91.80%	91.10%	90.00%	5.30%	6.50%	7.30%
California	82.30%	83.80%	82.70%	10.70%	9.70%	9.10%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

* Alternative Schools Accountability Model (ASAM) participating schools that are not direct funded charter (DFC) schools and not County Office of Education administered receive the districtwide rate.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

UC/CSU Admission	
Willow CDS	
2016-17 and 2017-18 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2017-18	100.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17	0.00%

Advanced Placement Courses

No information is available for Willow Community Day School regarding Advanced Placement (AP) courses offered.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	◇
Health	◇
Science laboratory equipment	◇
◇ Not applicable.	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2018-19 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>StudySync</i> , McGraw Hill (9-12)	2017
Reading/language arts	<i>The Language of Composition</i> , First Edition (11)	2002, 2007
Mathematics	<i>Bridge to Algebra</i> (Algebra Readiness), Carnegie Learning	2014
Mathematics	<i>Algebra 1</i> , Houghton Mifflin	2015
Mathematics	<i>Algebra 2</i> , Houghton Mifflin	2015
Mathematics	<i>Precalculus with Limits</i> , Seventh Edition; Cengage	2017
Mathematics	<i>Calculus</i> , Eleventh Edition; Cengage	2017
Mathematics	<i>Geometry</i> , Houghton Mifflin	2015
Science	<i>Campbell Biology</i> , Ninth Edition; Pearson	2012
Science	<i>Campbell Biology</i> , Seventh Edition; Prentice Hall	2007
Science	<i>Campbell Essential Biology with Physiology</i> , Second Edition; Prentice Hall	2007
Science	<i>A User's Guide to Engineering</i> , Prentice Hall	2007
Science	<i>Biology</i> , California Edition; Prentice Hall; <i>Biologia</i> , California Edition (Spanish)	2007
Science	<i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall	2007
Science	<i>Chemistry</i> , California Edition; Prentice Hall	2007
Science	<i>Conceptual Physics</i> , Prentice Hall	2007
Science	<i>Criminalistics: An Introduction to Forensic Science</i> , Eighth Edition; Prentice Hall	2007
Science	<i>Essentials of Human Anatomy & Physiology Laboratory Manual</i> , Eighth Edition	2007
Science	<i>Earth Science</i> , California Edition; Holt	2007
Science	<i>Modern Chemistry</i> , Holt	2007
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012
Science	<i>Holt Physics</i>	2007
Science	<i>College Physics</i> , Seventh Edition; Pearson Addison-Wesley	2011
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007

Textbooks and Instructional Materials - *Continued from page 8*

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Science	<i>Physics for the IB Diploma</i> , Fifth Edition; Cambridge University Press	2007
Science	<i>Biotechnology: Science for the New Millennium</i> , First Edition; EMC Paradigm Publishing	2007
Science	<i>Environmental Science: Toward a Sustainable Future</i> , 10th Edition; Prentice Hall	2009
Science	<i>Introduction to Health Science Technology</i> , Second Edition; Cengage	2009
Science	<i>Building a Medical Vocabulary</i> , Seventh Edition, Elsevier	2009
History/social science	American Government	2007
History/social science	Economics	2007
History/social science	<i>A People and a Nation</i> , Seventh Edition; Latin America, Seventh Edition; Modern World	2007
History/social science	<i>American Government</i> , 10th Edition	2007
History/social science	<i>The Americans</i> , California Edition	2007
History/social science	<i>The American Pageant</i> , 13th Edition	2007
History/social science	<i>The Modern World</i> , California Edition	2007
History/social science	<i>OCR GCSE Modern World History</i> , Second Edition	2007
History/social science	<i>World History: The Modern World</i>	2007
History/social science	<i>World Civilizations: The Global Experience</i>	2007
History/social science	<i>Sociology: The Study of Human Relationships</i>	2007
History/social science	<i>Psychology</i> , Seventh Edition	2007
History/social science	<i>Understanding Psychology</i> , Second Edition	2007
History/social science	<i>Cognitive Psychology</i> , Fourth Edition; <i>Approaches to Psychology</i> , Fifth Edition	2007
History/social science	<i>World Geography Today</i>	2007
Foreign language	French: <i>Bien Dit!</i> , Level 1	2012
Foreign language	French: <i>Bien Dit!</i> , Level 2	2012
Foreign language	French: <i>Bien Dit!</i> , Level 3	2012
Foreign language	French: <i>Le monde en français</i>	2012
Foreign language	French: <i>Imaginez</i>	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 1	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 2	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 3	2012
Foreign language	Spanish: <i>¡Avancemos!</i> , Level 4	2012
Foreign language	Spanish: <i>Manána Imagina Reflexiones</i>	2012
Foreign language	Spanish: <i>Reflexiones: Introducción a la literatura hispánica</i>	2012

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	9/28/2018



Career Technical Education Programs

Willow Community Day School does not offer career technical education programs.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data

Willow CDS	
2017-18 Participation	
Number of pupils participating in a CTE program	◇
Percentage of pupils who completed a CTE program and earned a high school diploma	◇
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	◇

◇ Not applicable.

School Facilities

General

The Tracy Unified School District takes great efforts to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Specific information on the condition of Willow Community Day School for the 2017-18 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment are detailed below.

Age of School/Buildings

Willow Community Day School and Duncan-Russell Continuation School share the same campus. This school has seven classrooms, a library/lunchroom, and an administration building. The main campus using portable classrooms was assembled in 1985.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order is completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Fair	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Poor	
Overall summary of facility conditions	Fair	
Date of the most recent school site inspection	8/16/2018	
Date of the most recent completion of the inspection form	8/16/2018	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs			2018-19 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Interior	Carpet needs repair. Site under consideration for relocation with new buildings.	7/1/2019	
Restrooms/fountains	Site has water off; hot water off; water doesn't stay on for 20 seconds. Work orders have been placed.	2/28/2019	
External	Uneven/cracked concrete and asphalt throughout site. Site under consideration for relocation with new buildings.	7/1/2019	

About Our School

Willow Community Day School is an alternative education program that serves expelled students, students referred by the School Attendance Review Board (SARB) and the Back on Track Program for students that are struggling academically who need to learn essential study skills, as well as credit recovery.

Willow offers an academic program whereby students may earn credits equal to those earned in the comprehensive educational program. Our curriculum aligns with the state frameworks and district standards. Our goal is to assist at-risk youth to overcome academic and behavioral barriers that have hindered school success. Willow takes students at their academic level and provides appropriate instruction for achievement. At the same time, we strive to teach students to conduct themselves in a positive manner. We endeavor to provide a curriculum that challenges all students.



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Tracy USD	Willow CDS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	655	0	0	5
Without a full credential	44	0	0	0
Teaching outside subject area of competence (with full credential)	8	2	2	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Willow CDS		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the year. At this time, teachers are introduced to the district, their site and receive training on classroom management, content organization and lesson design.

All activities are based on the California Standards for the Teaching Profession (CSTP). Throughout the year in TTIP, teachers are additionally supported in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Beginning Teacher Support and Assessment (BTSA) program to clear their preliminary credentials will be assigned a BTSA support provider and will work through the modules of the Formative Assessment of California Teachers (FACT).

The district offers professional development opportunities for all staff members throughout the school year. Two full days are provided before the school year starts.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
Willow CDS	5 days	5 days	5 days

Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical And Health Services Academy.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	✧
Support Staff	FTE
Social/behavioral counselor	0.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	1.0

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$23,850
Expenditures per pupil from restricted sources	\$6,430
Expenditures per pupil from unrestricted sources	\$17,421
Annual average teacher salary	\$79,188

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$49,512
Midrange teacher salary	\$70,952	\$77,880
Highest teacher salary	\$93,286	\$96,387
Average elementary school principal salary	\$126,958	\$123,139
Average middle school principal salary	\$133,564	\$129,919
Average high school principal salary	\$136,424	\$140,111
Superintendent salary	\$221,734	\$238,324
Teacher salaries: percentage of budget	39%	36%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Willow CDS	\$17,421	\$79,188
Tracy USD	\$6,110	\$74,520
California	\$7,125	\$79,665
School and district: percentage difference	+185.1%	+6.3%
School and California: percentage difference	+144.5%	-0.6%

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2018.