

Willow Community Day School

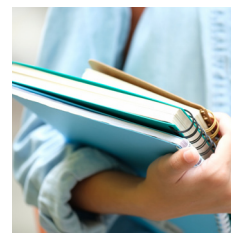
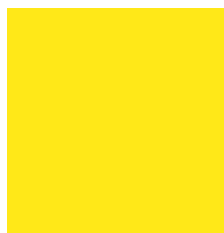
Grades 7-12
CDS Code 39-75499-3930393

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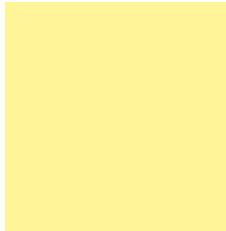
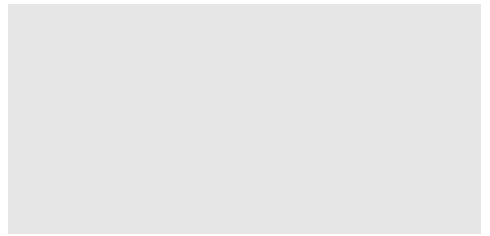
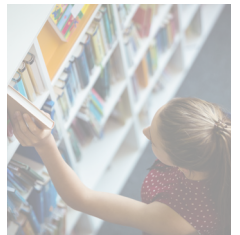
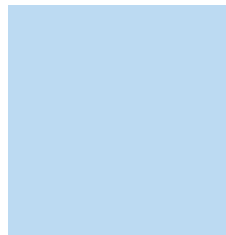
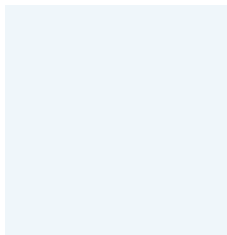
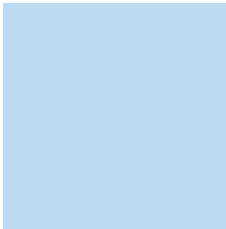
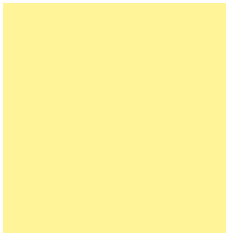
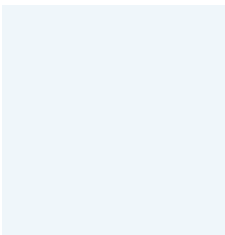
www.tracy.k12.ca.us/sites/wcds

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. To deliver curriculum ensuring students' opportunities to master grade-level content, creative and hands-on methodologies are used thus creating a foundation by which they can be successful upon returning to comprehensive traditional schools.

Thank you for visiting the Willow Community Day School Accountability Report Card.

Traci L Mitchell
Principal



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, Principal at (209) 830-3357, extension 1764.

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.

Efforts to provide a safe school focuses on five key elements by:

1. Maintaining a safe school environment through campus supervision before and after school and during nutrition breaks; operating a closed campus; sustaining close contact with Tracy Probation, Tracy resource officers, and with the district truancy officer.
2. Promoting teacher awareness of the disaster-preparedness plan; enforcing child-abuse reporting; inservicing on sexual-harassment policies and blood-borne pathogens; sharing suspension and transfer information with staff notification upon enrollment of a student with a dangerous background.
3. Holding new-student orientations; promoting; providing flexible scheduling and student recognition assemblies, and drug and alcohol education.
4. Inviting parents to Parent Conference Day; personal phone calls about a child's absence, tardy or lack of progress; analyzing parent's responses to school surveys.
5. Supporting student awareness through educating students about the district conduct code, dress code and sexual-harassment policy; participating in Red Ribbon Day and anti-bullying activities; providing referrals to community programs, and educational brochures.

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



"The future belongs to the educated."

TRACY
UNIFIED SCHOOL DISTRICT

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.

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.



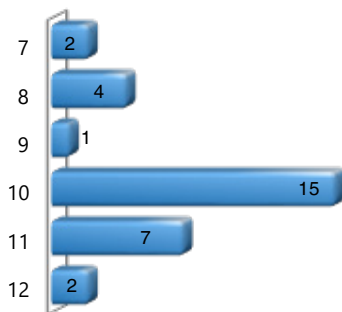
Board of Trustees

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Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

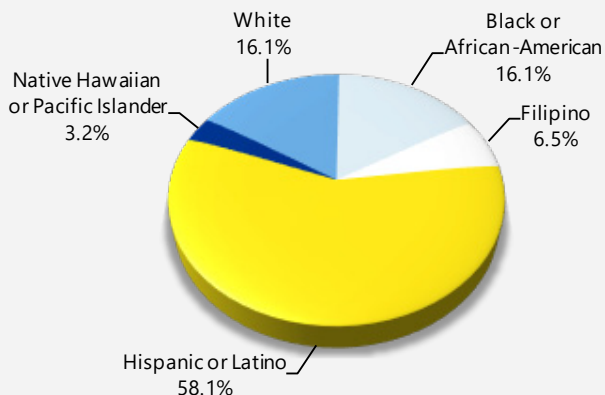


Enrollment by Student Group

The total enrollment at the school was 31 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



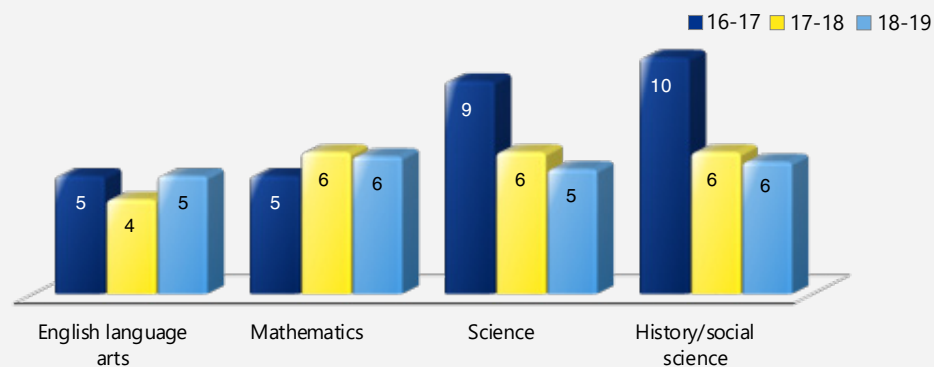
Socioeconomically disadvantaged	96.80%
English learners	22.60%
Students with disabilities	9.70%
Foster youth	0.00%
Homeless	0.00%

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



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

	16-17	17-18	18-19
Suspension rates	72.7%	45.0%	65.0%
Expulsion rates	0.0%	2.5%	1.3%

Tracy USD

	16-17	17-18	18-19
Suspension rates	10.5%	8.3%	9.3%
Expulsion rates	0.6%	0.7%	0.5%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	7			10			7		
Mathematics	7			6			6		
Science	4			8			7		
History/social science	3			6			5		



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Willow CDS		Tracy USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (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	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	20%	17%	42%	44%	50%	51%
Mathematics	0%	8%	30%	31%	38%	40%

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	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Willow CDS
	Grade 9
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 2018–19 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 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 grade 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 (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	14	12	85.71%	14.29%	16.67%
Male	11	9	81.82%	18.18%	22.22%
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	10	83.33%	16.67%	20.00%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

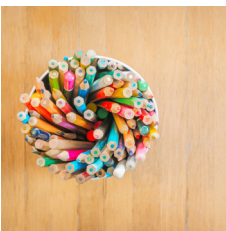
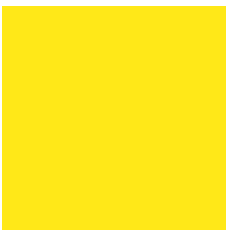




CAASPP Results by Student Group: Mathematics (grade 11)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	14	12	85.71%	14.29%	8.33%
Male	11	9	81.82%	18.18%	11.11%
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	10	83.33%	16.67%	10.00%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.



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.

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	2018-19 Participation
	Willow CDS
Number of pupils participating in CTE	◇
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	◇

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		
	15-16	16-17	17-18	15-16	16-17	17-18
Willow CDS	*	*	*	*	*	*
Tracy USD	91.10%	90.00%	90.40%	6.50%	7.30%	7.20%
California	83.80%	82.70%	83.00%	9.70%	9.10%	9.60%

Courses for University of California (UC) and/or California State University (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>. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

UC/CSU Admission	2017-18 and 2018-19 School Years
	Willow CDS
Percentage of students enrolled in courses required for UC/CSU admission in 2018-19	93.55%
Percentage of graduates who completed all courses required for UC/CSU admission in 2017-18	0.00%

◇ Not applicable.

* 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.

Advanced Placement Courses

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



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		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>StudySync</i> , McGraw Hill (6-12)	2017
Reading/language arts	<i>The Language of Composition</i> , First Edition (11)	2002, 2007
Mathematics	<i>Digits</i> , Pearson	2014
Mathematics	<i>Bridge to Algebra (Algebra Readiness)</i> , 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>Focus on Earth Science</i> (6) (undergoing pilot 2019-2020)	2008
Science	<i>Focus on Life Science</i> (7) (undergoing pilot 2019-2020)	2008
Science	<i>Focus on Physical Science</i> (8) (undergoing pilot 2019-2020)	2008
Science	<i>Campbell Biology</i> , Ninth Edition; Pearson (undergoing pilot 2019-2020)	2012
Science	<i>Campbell Biology</i> , Seventh Edition; Prentice Hall	2007
Science	<i>Campbell Essential Biology with Physiology</i> , Second Edition; Prentice Hall (undergoing pilot 2019-2020)	2007
Science	<i>A User's Guide to Engineering</i> , Prentice Hall	2007
Science	<i>Biology, California Edition</i> ; Prentice Hall; <i>Biologia</i> , California Edition (Spanish)	2007
Science	<i>Chemistry: The Central Science</i> , 10th Edition; Prentice Hall (undergoing pilot 2019-2020)	2007
Science	<i>Chemistry, California Edition</i> ; Prentice Hall (undergoing pilot 2019-2020)	2007
Science	<i>Conceptual Physics</i> , Prentice Hall (undergoing pilot 2019-2020)	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 (undergoing pilot 2019-2020)	2007
Science	<i>Environmental Science for AP</i> , W.H. Freeman	2012
Science	<i>College Physics</i> , Seventh Edition; Pearson Addison-Wesley	2011

Continued on page 10

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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Quality of Textbooks

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

Quality of Textbooks	
2019-20 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

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	
2019-20 School Year	
Data collection date	9/24/2019



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.

Our goal is to assist at-risk youth to overcome academic and behavioral barriers that have hindered school success. Our sitewide Learner Outcomes (SLO's) drives our purpose to build rigor, relevance and relationships. Willows SLO's:

GRIND

- ✓ Working hard
- ✓ Goal setting
- ✓ Being consistent
- ✓ Having determination

RESILIENCE

- ✓ Ability to adapt
- ✓ Being Resourceful
- ✓ Demonstrating Perseverance
- ✓ Present (Mind and Body)

INVEST

- ✓ Your time
- ✓ With intensity
- ✓ Through practice
- ✓ And discipline

TRIUMPH

- ✓ Endured trials
- ✓ Gained confidence
- ✓ Credits earned
- ✓ Goals accomplished

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. 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.

Textbooks and Instructional Materials, *Continued from page 9*

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007
Science	<i>Fundamentals of Physics</i> , Eighth Edition; People's Publishing/Wiley	2007
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	<i>Discovering Our Past: Ancient Civilizations</i> (6)	2007
History/social science	<i>Discovering Our Past: Medieval and Modern Times</i> (7)	2007
History/social science	<i>Discovering Our Past: The American Journey to World War I</i> (8)	2007
History/social science	Magruder's American Government	2019
History/social science	Economics: Principles in Actions	2019
History/social science	<i>A People and a Nation</i> , 11th Edition	2019
History/social science	<i>Latin America: An Interpretive History</i> , 10th Edition	2017
History/social science	<i>Major Problems in American History</i> , 4th Edition	2017
History/social science	<i>American Government</i> , 10th Edition (undergoing pilot 2019)	2007
History/social science	<i>America Through the Lens, 1877-the Present</i>	2019
History/social science	<i>American History</i> , 15th Edition	2015
History/social science	<i>Modern World History</i>	2019
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
Foreign language	<i>Cognitive Psychology</i> , Fourth Edition; <i>Approaches to Psychology</i> , Fifth Edition	2007
Foreign language	<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

Continued on page 11

Textbooks and Instructional Materials, *Continued from page 10*

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Foreign language	Spanish: ¡Avancemos!, Level 2	2012
Foreign language	Spanish: ¡Avancemos!, Level 3	2012
Foreign language	Spanish: ¡Avancemos!, Level 4	2012
Foreign language	Spanish: <i>Manaña Imagina Reflexiones</i>	2012
Foreign language	Spanish: <i>Reflexiones: Introducción a la literatura hispánica</i>	2012



School Facilities

General

The Tracy Unified School District takes great effort 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 2018-19 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		2019-20 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		Fair
Overall summary of facility conditions		Fair
Date of the most recent school site inspection		7/10/2019
Date of the most recent completion of the inspection form		7/10/2019

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		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Carpet needs to be repaired, ceiling tiles need to be replaced. Work order submitted.	December 2019
Restrooms/fountains	Water does not work, clogged girls sink. Repaired.	July 2019
External	Uneven, cracked concrete and asphalt throughout site. Work order submitted.	December 2019

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.

School Vision Statement

Willow Community Day School students learn and perform to their fullest potential, respect themselves and others, and become responsible contributors to society.

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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	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)	0.0

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	19-20	17-18	18-19	19-20
With a full credential	672	0	5	3
Without a full credential	20	0	0	0
Teaching outside subject area of competence (with full credential)	57	2	0	2

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		17-18	18-19	19-20
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		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		5	5	5

✧ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2017-18 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		2017-18 Fiscal Year
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$51,374
Midrange teacher salary	\$70,952	\$80,151
Highest teacher salary	\$93,286	\$100,143
Average elementary school principal salary	\$127,236	\$126,896
Average middle school principal salary	\$128,903	\$133,668
Average high school principal salary	\$143,734	\$143,746
Superintendent salary	\$221,917	\$245,810
Teacher salaries: percentage of budget	36%	35%
Administrative salaries: percentage of budget	5%	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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Willow CDS	\$15,390	\$71,070
Tracy USD	\$8,184	\$70,046
California	\$7,507	\$82,031
School and district: percentage difference	+88.1%	+1.5%
School and California: percentage difference	+105.0%	-13.4%

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 2019.

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$17,348
Expenditures per pupil from restricted sources	\$1,959
Expenditures per pupil from unrestricted sources	\$15,390
Annual average teacher salary	\$71,070

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.

School Accountability Report Card

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