

# Executive Summary School Accountability Report Card, 2007-08

## *For Willow Creek Elementary School*

**Address:** 5321 York Rd., Montague CA 96064-9229

**Phone Number:** (530) 459-3313

**Principal:** Ronald C. Ferrando

**Grade Span:** K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

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Willow Creek Elementary School (WCES) is located in Montague, California, a rural community in Siskiyou County, between the communities of Montague and Hornbrook. Willow Creek School has an enrollment of approximately 45 students and is made up of two self-contained classrooms, one for grades K-4 and the other, grades 5-8. Willow Creek Elementary School is a feeder school to Yreka High School. Willow Creek is a ranching community. Ethnically the student population is 85.1% white, 2.1% Hispanic, 2.1% African American and 10.6% American Indian. Sixty-three percent of the student populations receive free or reduced breakfasts/lunches. There are no significant subgroups identified due to the low number of students enrolled.

The Willow Creek Elementary School has a well-represented School Site Council (SSC). The council is composed of a site administrator, teachers, staff and an equal number of parents. One of the primary functions of the school site council is to make recommendations to the WCESD Board in regard to the spending of school-based consolidated program funds. Another important function of the council is to determine program needs that support, enrich and reinforce activities that facilitate student's learning in the district. The council identifies student, staff and district needs and establishes a priority list in regard to their importance. The council is very responsive to community input and involvement in the district.

All WCES classrooms have fully credentialed, highly qualified teachers (NCLB compliant).

Paraprofessionals are NCLB compliant and Highly Qualified.

The school has six classrooms, a school library, multipurpose room, office and several storage facilities. The school is well maintained and linked to the internet through a T1 line. Technology is visible everywhere in the district. The learning environment is enriching and stimulating. Categorical Programs support the regular education program. Parents are actively involved at the school site. Enrichment activities take place after school hours in the SAFE Program. The After School Program is available to students, parents and staff from 1-6 p.m. on Mondays and 2:45 to 6 p.m. Tuesday through Friday at no charge to the participants. The campus embraces a warm and welcome atmosphere; the teachers and site administration are approachable and sensitive to the unique needs of the students.

### Student Enrollment

Group	Enrollment
<b>Number of Students</b>	45
<b>African American</b>	2.1 %
<b>American Indian or Alaska Native</b>	10.6 %
<b>Asian</b>	0.0 %
<b>Filipino</b>	0.0 %
<b>Hispanic or Latino</b>	2.1 %
<b>Pacific Islander</b>	0.0 %
<b>White (Not Hispanic)</b>	85.1 %
<b>Multiple or No Response</b>	0.0 %
<b>Socioeconomically Disadvantaged</b>	63.6 %
<b>English Learners</b>	0.0 %
<b>Students with Disabilities</b>	16.0 %

### Teachers

Indicators	Teachers
<b>Teachers With Full Credential</b>	6
<b>Teachers Without Full Credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

### School Facilities

#### Summary of Most Recent Site Inspection

The Operations and Maintenance Manager inspects on a regular basis the Willow Creek Elementary School Site. Formal inspections take place twice each school year and semi-annual inspections are placed on the school board agenda for review. Willow Creek Elementary School is a small site; consequently, any maintenance or repairs that need to take place are identified and corrected immediately. The school is in good condition and the site administration has placed site inspections as a high priority.

#### Repairs Needed

During the 2007-08 school year, the district built a new bus garage, put new tile in the multipurpose room and upgraded the underground sprinkling system. In addition, a new heat pump has been added to one of the modular buildings located at the school site. The board has directed the superintendent to place the repaving of the school on the May Agenda and begin the bidding process. The W.C.E.S. Deferred Maintenance Plan is updated annually. The painting of the school in the summer of 2008 is a high priority. During the 2007-08 school year the district completed the building of the pump house, purchased a 2008 diesel school bus and built a

carport for the bus.

### **Corrective Actions Taken or Planned**

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The W.C.E.S. D. Board has addressed the corrective actions. The deferred Maintenance Plan has been updated and approved. Several maintenance projects are scheduled to begin this summer. By the fall of 2008 all of the school facility issues facing the district will have been addressed.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,000
District	\$8,000
State	\$4,743

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	35%
Mathematics	57%
Science	*
History-Social Science	*

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2006 API Growth Report)	689
Statewide Rank (from 2006 API Base Report)	7
2006-07 Program Improvement Status	Not in PI

# School Accountability Report Card Reported for School Year 2007-08

*Published During 2007-08*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Willow Creek Elementary	<b>District Name</b>	Willow Creek Elementary
<b>Street</b>	5321 York Rd.	<b>Phone Number</b>	(530) 459-3313
<b>City, State, Zip</b>	Montague, CA 96064-9229	<b>Web Site</b>	Willow Creek Elementary School
<b>Phone Number</b>	(530) 459-3313	<b>Superintendent</b>	Ronald C. Ferrando
<b>Principal</b>	Ronald C. Ferrando	<b>E-mail Address</b>	ferrando@sisnet.ssku.k12.ca.us
<b>E-mail Address</b>	ferrando@sisnet.ssku.k12.ca.us	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Willow Creek Elementary School is a small rural school located in Siskiyou County. There are 45 students presently enrolled in the district in grades K-8. The district has a comprehensive core curriculum that is supported with Special Education, GATE, Speech and Hearing, music, Library Program, and other categorical programs that extend, enrich and reinforce the learning environment for all students. The district operates an After School Program that also extends and enriches students learning environment at Willow Creek. The district has hired instructional aides that are "Highly Qualified" to support the various programs offered by the district. The site administration and clerical staff support the regular education program by providing the resources necessary for certificated staff to actualize the potential of their students, learning environment and classrooms. The three teachers at Willow Creek School meet the Highly Qualified Teacher Criteria according to the NCLB Legislation. The district provides to its constituents a quality cafeteria program. Approximately sixty three percent of the students at Willow Creek School qualify for the free breakfast and lunch programs. A very nutritional breakfast and lunch is provided to student daily at Willow Creek School. The district runs a comprehensive transportation system. Students that live in the district have transportation provided to them by the district to and from their doorstep. Site administration, teachers and paraprofessionals at Willow Creek are committed to providing the most comprehensive program available to the parents and students in our community. Staff development is a high priority at the site; consequently, administration, teachers, paraprofessionals and staff are constantly participating in staff development activities. The school motto is, "The Little School With Big Ideas." The mission of the district is to provide the most comprehensive educational program possible for the students that reside in the district. The district is constantly striving to improve the learning environment for the students and offer supplemental learning activities that nurture each child's unique talents, abilities and aptitudes.

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parent that live in the Willow Creek Elementary School District can become involved in their child's education in the following ways: Parents are welcomed into the classrooms as parent volunteers, they

can participate on the Willow Creek School Site Council, participate in the W.C.E.S. District Booster Club, work in the library, help with Success Maker (a new updated math, ELA, reading, spelling, science and social science) technology driven curricula. Parents are encouraged to attend W.C.E.S.D. Board Meetings and provide input into the decision making process. Parents help with fund raising and are actively involved in improving home to school communication at Willow Creek. Parents are requested on fieldtrip and help the teachers and paraprofessionals with supervision. Parents take an active roll in creating, revising and updating the W.C.E.S.D. Discipline Matrix. Parents help with our After School Program. The Willow Creek Elementary School District is committed to the philosophy that parent involvement is paramount in their child's education; consequently, parent involvement is one of the highest priorities at the school site.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	10	Grade 8	3
Grade 1	3	Ungraded Elementary	0
Grade 2	4		0
Grade 3	6		0
Grade 4	4		0
Grade 5	6		0
Grade 6	4		0
Grade 7	5	Total Enrollment	45

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.1	White (not Hispanic)	85.1
American Indian or Alaska Native	10.6	Multiple or No Response	0.0
Asian	0.0	Socioeconomically Disadvantaged	63.6
Filipino	0.0	English Learners	0.0
Hispanic or Latino	2.1	Students with Disabilities	16.0
Pacific Islander	0.0	---	---

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-1	14.0	1			11	1			14.0	1		
2-4	15.0	1			15	1			15	1		
5-8	24.0	1			24	1			16.0	1		
Other												

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2006-07	2007-08	2008-09
K	4	11	5
1	4	3	10
2	6	4	3
3	5	6	4

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

The Willow Creek Elementary School District has a comprehensive school safety plan on file at the district. The plan is updated and reviewed annually. Administration, teachers, staff, parents, students and member of the board all have input into the plan and its revisions.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Willow Creek Elementary School District strives to create the best possible learning environment for the students, teachers and staff members that work, learn and teach at the site. Teachers and students have the most current state adopted instructional materials available to them in all core subject areas.

Intervention materials that have recently purchased by the district are also state adopted. The technology at the school site is state of the art and improving as technology improves. The focus at Willow Creek is to create a learning environment with the state of the art instructional and support materials that accelerates students learning and minimized discipline disruptions. The W.C.E.S.D. has a discipline matrix that was developed with parent, staff, student, teacher, board and administrative input. The matrix is disseminated to the parents each year in our parent notification pamphlet. The matrix is revised and reviewed annually by the W.C.E.S.D. School Site Council and support staff. Students at Willow Creek have been trained in Conflict Resolution and the playground supervisors have also been trained. The learning environment at Willow Creek is one of mutual respect, trust and compassion for all.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	9	5	0	9	5	0
<b>Expulsions</b>	0	0	0	0	0	0

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school grounds, buildings, restrooms, and other outbuildings are in good to excellent condition. Several building and remodeling projects are scheduled for the summer of 2008 and a completion date of August 2010 has been set for all of the projects scheduled. The exterior of the school will be painted this summer. A new pump house was built in 2007 and a new bus barn was completed in May of 2009. A new 2008 53 passenger school bus was purchased by the district in 2008. Periodic maintenance and repairs happen throughout the year. The cafeteria equipment is inspected almost daily and a new refrigeration system was installed this year. This summer the school bus barn and parking lot are scheduled to be resurfaced and new pavement and sealer applied. A new fences was constructed that completely encloses the children's playground.

### School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		

<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		New paint and trim
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		New wiring in the multipurpose room
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		New fencing of all student's playgrounds
<b>Other</b>	X		New Bus Barn

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2006-07	2007-08
<b>With Full Credential</b>	3	3	3	6
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tg/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	0.0	0.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Finding qualified substitute teachers in the Willow Creek Elementary School District has not been a problem. The teachers and administration have attended the SB 472 and AB 430 training last year held in Sacramento, Orange County, Redding and Red Bluff. Finding competent and qualified substitute teachers during this 120-hour commitment has not been a problem. The substitute-teaching list at the district office has approximately 25 qualified and credentialed substitute teachers on the list.

## Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Administration, teachers, classified staff and support personnel are evaluated annually. The Standards for the Teaching Profession Evaluation Instrument is used by the administration to evaluate teachers. A classified evaluation instrument has been developed by the district and is used to evaluate classified personnel. The W.C.E.S.D. Board evaluates the effectiveness of the District Superintendent/Principal annually. Unsatisfactory evaluations result in the development of an Assistance Plan that clearly identifies areas that are targeted for improvement. When the need materializes, the site administration works with certificated and classified personnel to correct the identified areas targeted for improvement. Staff development opportunities are identified by the site administration. Staff Development address the identified areas for improvement in the Assistance Plan and staff members are encouraged to attend these workshops. The W.C.E.S.D. Board reviews certificated and classified evaluations annually. New certificated and classified staff members are formally evaluated twice each school year.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0%	
Library Media Teacher (Librarian)	0%	---
Library Media Services Staff (paraprofessional)	Parent Volunteer	---
Psychologist	.05	10
Social Worker	.1%	5
Nurse	.10	45
Speech/Language/Hearing Specialist	.05	2
Resource Specialist (non-teaching)	.10	5
Other School Counselor	.1	10

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Open Court Houghton Mifflin Harcourt/REACH Intervention	0%
Mathematics	Scott Foresman Addison Wesley Envisions/McDougal Littell	0%
Science	Glencoe/McGraw Hill	0%
History-Social Science	Houghton Mifflin Social Science	0%
Foreign Language	N/A	N/A
Health	Glencoe/McGraw Hill	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,500	\$1,500	\$8,000	\$41,000
District	\$6,500	\$1,500	\$8,000	\$41,000
Percent Difference - School Site and District	0%	0%	0%	0%
State	---	---	\$4,743	\$52,375
Percent Difference - School Site and State	---	---	\$3,257	\$11,375

## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to the General Education Services provided by the district the following support services are available to students, parents and staff in the district: Lottery, GATE, Music Program, School Safety and Violence Prevention, Peer Assistance and Review, Instructional Materials Fund, Professional Development Bloc Grant, School Library Improvement Bloc Grant, Special Education Services, Class Size Reduction, Transportation, Cafeteria Program, Teacher Quality Program, Innovative Ed. Program, the Small Rural Schools Program, Nell Soto Program, the After School Program and the Physical Education Teacher Incentive Program. In addition, the district has applied for and received the following grants: High Priority Schools Grant, Garden Grant, and the Early Intervention for School Success Grant.

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,000	\$35,546
Mid-Range Teacher Salary	\$41,300	\$51,472
Highest Teacher Salary	\$23,500 (.5 FTE)	\$62,511
Average Principal Salary (Elementary)	\$47,500	\$78,512
Average Principal Salary (Middle)	N/A	\$82,123
Average Principal Salary (High)	N/A	\$64,642

<b>Superintendent Salary</b>	\$24,000 (.5 FTE)	\$94,827
<b>Percent of Budget for Teacher Salaries</b>	29%	38.9
<b>Percent of Budget for Administrative Salaries</b>	7%	6.4

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
<b>English-Language Arts</b>	23	37	35	23	37	35	36	40	42
<b>Mathematics</b>	17	61	20	17	61	20	34	38	40
<b>Science</b>	*	*	*	*	*	*	25	27	35
<b>History-Social Science</b>	*	*	*	*	*	*	29	32	33

### CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>African American</b>	0%	0%	*	*
<b>American Indian or Alaska Native</b>	4%	4%	*	
<b>Asian</b>	0%	0%		
<b>Filipino</b>	0%	0%		
<b>Hispanic or Latino</b>	0%	0%		
<b>Pacific Islander</b>	0%	0%		
<b>White (Not Hispanic)</b>	42%	56%	*	*
<b>Male</b>	25%	40%	4%	4%
<b>Female</b>	25%	23% *	*	
<b>Economically Disadvantaged</b>	32%	45%	4%	4%

<b>English Learners</b>				
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>				

## Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2006	2007	2008	2006	2006	2007	2006	2007	2008
<b>Reading</b>	27	37	37	27	37	37	41	42	42
<b>Mathematics</b>	18	61	61	18	61	61	52	53	53

## NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
<b>African American</b>	0%	0%
<b>American Indian or Alaska Native</b>	4%	4%
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Pacific Islander</b>		
<b>White (not Hispanic)</b>	33%	52%
<b>Male</b>	22%	33%
<b>Female</b>	22%	11%
<b>Economically Disadvantaged</b>	27%	45%
<b>English Learners</b>		
<b>Students with Disabilities</b>	0%	0%

<b>Students Receiving Migrant Education Services</b>		
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## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
<b>Statewide</b>	2	4	7
<b>Similar Schools</b>	N/A	N/A	N/A

### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2005-06	2006-07	2007-08	2008
<b>All Students at the School</b>	-6	213	-59	689
<b>African American</b>				
<b>American Indian or Alaska Native</b>				
<b>Asian</b>				
<b>Filipino</b>				
<b>Hispanic or Latino</b>				
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>				
<b>Socio Economically Disadvantaged</b>				
<b>English Learners</b>				
<b>Students with Disabilities</b>				

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	N/A

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	Not in PI	Not In PI
<b>First Year of Program Improvement Implementation</b>		
<b>Year in Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Currently in Program Improvement</b>	---	0.0

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Willow Creek Elementary School District has a leadership team that is composed of site administration, teachers, board members, parents, interested community members and students. The site administrator has participated in the following staff development leadership trainings: Project leadership, California School Leadership Academy AB 430 Training and holds a Professional Clear Administrative Credential. The teachers are "Highly Qualified" according to the NCLB criteria and have recently completed the SB 472 Training in math. The teachers, site administration and paraprofessionals will complete the SB 472 Training in ELA during the 2007-08 school year. The paraprofessionals that work with students at Willow Creek School are also "Highly Qualified" according to the NCLB legislation. The leadership team at Willow Creek has placed staff development as a high priority this upcoming school year.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional Development is a high priority at Willow Creek School. Teachers are participating in the SB 472 training in ELA/Reading and mathematics. The site administration has recently completed the AB 430 training. Teachers at Willow Creek are NCLB Highly Qualified and the paraprofessionals are also NCLB compliant. The site administrator has attended Project Leadership, the California Leadership Academy, AB 430 training and has an earned Professional Clear Administrative Credential. During the 2007-08 school year, the administration, teaching staff and paraprofessionals at Willow Creek attended the REACH Intervention training hosted by the California Department of Education. Administration and staff will also attend the second year of the Early Intervention for School Success training hosted by the Orange County Office of Education. For the 2007-09 school years, staff development at Willow Creek School will focus on intervention training in math and ELA and the state textbook adoption cycle. In addition, the certificated and classified staff at Willow Creek School will also complete the intermediate level of the CTAP training that covers technology and its applications to the core subject areas.

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	39,600	36,000
1	55,200	50,400
2	55,200	50,400
3	55,200	50,400
4	55,200	54,000
5	55,200	54,000
6	55,200	54,000
7	55,200	54,000

<b>8</b>	<b>55,200</b>	54,000
<b>9</b>		64,800
<b>10</b>		64,800
<b>11</b>		64,800
<b>12</b>		64,800

### **Minimum Days in School Year**

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Students at Willow Creek School have an early release day on Monday's. Students are released from school at 1:00 p.m. This early release day allows for collaboration and planning for the certificated staff at Willow Creek School. Students enrolled at Willow Creek School attend 180 school days each school year.