



Willow Creek Academy

636 Nevada St. • Sausalito, CA 94965 • (415) 331-7530 • Grades K-8

Royce Conner, Principal

rconner@willowcreekacademy.org

www.willowcreekacademy.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year



Sausalito Marin City School District

33 Buchanan St.
Sausalito, CA 94965
(415) 332-3190
<http://www.smcsd.org/>

District Governing Board

Caroline Van Alst, President

Joshua Barrow, Vice President

Ida Times, Clerk

William Ziegler, Board Member

Thomas Newmeyer, Board Member

District Administration

Superintendent

Steve Van Zant
Superintendent

School Description

Thank you for your interest in Willow Creek Academy! Willow Creek completed its 14th year of educational excellence in 2013–2014. Our eighth graders matriculated to a variety of public, parochial and independent high schools.

We are a school that believes in the power of teaching for understanding. Facts are important, but the real power comes when students engage with their knowledge to build true understanding. To accomplish this, our teachers engage students in hands-on projects, inquiry-based discussions and other intellectually engaging strategies.

In addition to our core academics, we also have a strong program in Art, Music and Physical Education. Our community partnerships include The Sausalito Historical Society, The Sausalito Arts Festival, Marin City Health and Wellness Center and many more.

Our instructional approach continues to be one of balancing academics, accountability and social-emotional development.

Royce Conner
Head of School

Major Achievements

The 2013-2014 school year saw a huge increase in our student population. We are now serving 340 students!

We aligned our staffing structure to better support the academic and social-emotional development of our students. For the first time we have a Literacy Specialist, a professional who is in charge of our overall literacy development strategy and implementation. We also added the position of Student Support Specialist to our team, who coordinates programs and interventions for students who need social-emotional support.

Focus for Improvement

We are focused on closing the achievement gap between our highest and lowest performing students. We know we can do this better by collecting reliable data about student achievement. We will explore ways to assess our students and use the data to enhance what we do in each classroom.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (415) 331-7530.

| 2013-14 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kinder. | 48 |
| Gr. 1 | 63 |
| Gr. 2 | 38 |
| Gr. 3 | 40 |
| Gr. 4 | 37 |
| Gr. 5 | 24 |
| Gr. 6 | 22 |
| Gr. 7 | 25 |
| Gr. 8 | 25 |
| Total | 322 |

| 2013-14 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 12.7 |
| American Indian or Alaska Native | 0.0 |
| Asian | 9.9 |
| Filipino | 0.3 |
| Hispanic or Latino | 30.7 |
| Native Hawaiian/Pacific Islander | 0.0 |
| White | 36.6 |
| Two or More Races | 9.6 |
| Socioeconomically Disadvantaged | 51.2 |
| English Learners | 25.5 |
| Students with Disabilities | 8.1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|--|-------|-------|-------|
| Willow Creek Academy | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | 0 | 17 | 18 |
| Without Full Credential | 0 | 1 | 2 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Sausalito Marin City School District | 12-13 | 13-14 | 14-15 |
| Fully Credentialed | ◆ | ◆ | |
| Without Full Credential | ◆ | ◆ | |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Willow Creek Academy | 12-13 | 13-14 | 14-15 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.00 | 0.00 |
| Districtwide | | |
| All Schools | 100.00 | 0.00 |
| High-Poverty Schools | 100.00 | 0.00 |
| Low-Poverty Schools | 0.00 | 0.00 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2015

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|--|---|
| Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | Handwriting Without Tears Adopted in 2004 Leveled Reading Programs/Rigby Adopted in 2004 Leveled Reading Programs/Scholastic Adopted in 2004 Various fiction and nonfiction texts Updated annually |
| Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | Grades K-5 Investigations in Number, Data, and Space Adopted 2013 Grades 6-8 Explorations in Core Math Adopted 2013 |
| Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | Delta-Foss Full Option Science System Adopted in 2007 |
| History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | TCI History Alive Social Studies 6-8 Adopted in 2006 |
| Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 | 8th Grade Middlebury Interactive Languages |
| Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: | |
| Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: | |
| Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: | |

School Facility Conditions and Planned Improvements (Most Recent Year)

Security on both campuses is effective. Emergency Preparedness on both is effective. Fire Prevention is in is always in progress for both. Playground safety is effective for both. Chemical Safety is effective for both. Pest Management is also effective on both campuses. Self Inspection is effective on both campuses. IIPP is effective on both campuses. All buildings at Willow Creek Academy are in fair to good condition. All buildings at Martin Luther King Middle School are in good condition.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4-2-2014

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | all heating systems working well |
| Interior: Interior Surfaces | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [X] | [X] | good clean condition |
| Electrical: Electrical | [X] | [X] | [X] | good condition |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [X] | [] | one toilet fixture leaking a little |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [X] | [] | |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | [] | [X] | [] | [] |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Science | 64 | 41 | 65 | 60 | 47 | 60 | 60 | 59 | 60 |

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| STAR Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 | 10-11 | 11-12 | 12-13 |
| ELA | 76 | 69 | 54 | 59 | 60 | 50 | 54 | 56 | 55 |
| Math | 79 | 60 | 55 | 61 | 52 | 49 | 49 | 50 | 50 |
| HSS | 73 | 77 | 46 | 48 | 54 | 37 | 48 | 49 | 49 |

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Academic Performance Index Ranks - Three-Year Comparison | | | |
|--|---------|---------|---------|
| API Rank | 2010-11 | 2011-12 | 2012-13 |
| Statewide | 9 | 7 | 5 |
| Similar Schools | 10 | 9 | 5 |

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 40.0 | 24.0 | 4.0 |
| 7 | 17.4 | 21.7 | 26.1 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2013-14 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 60 |
| All Student at the School | 65 |
| Male | 57 |
| Female | 67 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 65 |
| Native Hawaiian/Pacific Islander | |
| White | |
| Two or More Races | |
| Socioeconomically Disadvantaged | 59 |
| English Learners | |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| API Growth by Student Group – Three-Year Comparison | | | |
|---|-------------------|-------|-------|
| Group | Actual API Change | | |
| | 10-11 | 11-12 | 12-13 |
| All Students at the School | | -30 | -62 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | -42 | -49 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | -9 | -91 |
| English Learners | | | |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Every Willow Creek family signs a contract at the beginning of the school year encouraging them to be involved in volunteer work at the school. These volunteer hours take many forms, including assisting in the classroom, supervising on the playground, driving on field trips, providing translation services, and helping with the garden. We encourage parents to share their special skills with the school staff and/or the students.

Every parent is a member of the Parent Council. Monthly meetings facilitate communication between parents and staff. The Parent Council brings in guest presenters to address issues important to our parents, plans schoolwide events to build our parent community and helps encourage parent volunteerism. Our Parent Council president is the main conduit of information between the school and parents.

All families receive the Friday Post, a weekly packet which includes, at a minimum, a letter from their children's teacher, a communication from the Head of School and other information pertinent to the coming week(s) of school. The Friday Post is available electronically (email and website) and hard copies are available in the Main Office.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

During the 2013–2014 school year we continued to work with the Sausalito Marin City District to refine our emergency preparedness plan. The plan was last revised in November 2013. Students are prepared to respond appropriately in the case of fire, earthquake, and security lockdown situations. Monthly drills are held to ensure that all students and staff are prepared to handle any of the situations cited above. All staff members have been assigned specific responsibilities in the event of an emergency. We share emergency plan details with parents and staff at meetings and in writing as well as our Web site. We have also shared with parents ways in which they can prepare for an emergency at home.

If an emergency occurs outside of school hours, staff and parents are notified of the condition of the school and whether the school will be open immediately after the event.

Details of the emergency plan are now available through a link on our website to the District website which details various aspect of each potential emergency.

Students are monitored during all recess and lunch periods as well as before school. A combination of assistant teachers, teachers, administrators, and parent volunteers handle this responsibility. All visitors must sign in and out at the school office and wear a visitor badge while at the school.

This year we implemented a new communication system called Blackboard Connect. This allows us to instantly communicate with the entire school community via phone, emails and texts. This allows us a much more efficient way of keeping parents informed of all school events, including potential emergencies. We take great care to make sure all of our families are accessible through at least one of these digital communication methods.

Suspensions and Expulsions

| School | 11-12 | 12-13 | 13-14 |
|------------------|-------|-------|-------|
| Suspensions Rate | 8.9 | 6.1 | 1.9 |
| Expulsions Rate | 0 | 0 | 0 |
| District | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 14.8 | 10.5 | 5.0 |
| Expulsions Rate | 0.0 | 0.2 | 0.0 |
| State | 11-12 | 12-13 | 13-14 |
| Suspensions Rate | 5.7 | 5.1 | 4.4 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

| 2013-14 Adequate Yearly Progress Overall and by Criteria | | |
|--|--------|----------|
| AYP Criteria | School | District |
| Made AYP Overall | | |
| Met Participation Rate: English-Language Arts | | |
| Met Participation Rate: Mathematics | | |
| Met Percent Proficient: English-Language Arts | | |
| Met Percent Proficient: Mathematics | | |
| Met API Criteria | | |

| 2014-15 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2013-2014 | 2012-2013 |
| Year in Program Improvement | Year 1 | Year 2 |
| Number of Schools Currently in Program Improvement | | 1 |
| Percent of Schools Currently in Program Improvement | | 50.0 |

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

| Academic Counselors and Other Support Staff at this School | |
|--|----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | .4 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist | 0 |
| Other | 6 |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution | | | | | | | | | | | | |
|--|----|----|----|-----------------------|----|----|-------|----|----|-----|----|----|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 |
| Kinder. | | 20 | 16 | | 1 | 3 | | 2 | | | | |
| Gr. 1 | | 19 | 21 | | 2 | 1 | | | 2 | | | |
| Gr. 2 | | 19 | 20 | | 2 | 2 | | | | | | |
| Gr. 3 | | 17 | 20 | | 2 | 2 | | | | | | |
| Gr. 4 | | 20 | 19 | | 1 | 2 | | | | | | |
| Gr. 5 | | 26 | 24 | | | | | 1 | 1 | | | |
| Gr. 6 | | 23 | 22 | | | | | 1 | 1 | | | |
| Other | 0 | | | 13 | | | 0 | | | 0 | | |

* 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.

| FY 2012-13 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$48,752 | \$38,970 |
| Mid-Range Teacher Salary | \$73,644 | \$56,096 |
| Highest Teacher Salary | \$92,670 | \$71,434 |
| Average Principal Salary (ES) | \$112,000 | \$91,570 |
| Average Principal Salary (MS) | \$147,000 | \$97,460 |
| Average Principal Salary (HS) | \$0 | \$99,544 |
| Superintendent Salary | \$118,000 | \$107,071 |
| Percent of District Budget | | |
| Teacher Salaries | 19 | 36 |
| Administrative Salaries | 10 | 7 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$8,907 | \$0 | \$8,907 | \$59,895 |
| District | ♦ | ♦ | \$8,907 | \$59,895 |
| State | ♦ | ♦ | \$4,690 | \$57,931 |
| Percent Difference: School Site/District | | | 0.0 | 0.0 |
| Percent Difference: School Site/ State | | | 89.9 | 3.4 |

Types of Services Funded at Willow Creek Academy

Professional Development provided for Teachers at Willow Creek Academy

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Our school has a healthy budget set aside for Professional Development, equaling about \$1,000 per teacher. We use these funds to bring in expert presenters, send teachers to professional development, and build our professional library. This year's major professional development included implementing a new formative assessment system, engaging students in project-based learning and unpacking the Next Generation Science Standards.

Willow Creek has a minimum day each Wednesday so teachers can meet, collaborate and learn. We also have about 2 weeks of professional development before school starts and 2 days of Staff Development during the school year.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

| Group | English-Language Arts | | | Mathematics | | |
|---|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | | | | | | |
| All Students at the School | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic or Latino | | | | | | |
| Native Hawaiian/Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

| Willow Creek Academy | 2011-12 | 2012-13 | 2013-14 |
|--------------------------------------|---------|---------|---------|
| English-Language Arts | | | |
| Mathematics | | | |
| Sausalito Marin City School District | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Mathematics | | | |
| California | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | 56 | 57 | 56 |
| Mathematics | 58 | 60 | 62 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Completion of High School Graduation Requirements | | | |
|---|--------------------------|----------|-------|
| Group | Graduating Class of 2013 | | |
| | School | District | State |
| All Students | | | |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

| Dropout Rate and Graduation Rate | | | |
|--------------------------------------|---------|---------|---------|
| Willow Creek Academy | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | | | |
| Graduation Rate | | | |
| Sausalito Marin City School District | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | | | |
| Graduation Rate | | | |
| California | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate (1-year) | | | |
| Graduation Rate | | | |

| 2013-14 Advanced Placement Courses | | |
|------------------------------------|-------------------------------|-----------------------------------|
| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
| Computer Science | | ♦ |
| English | | ♦ |
| Fine and Performing Arts | | ♦ |
| Foreign Language | | ♦ |
| Mathematics | | ♦ |
| Science | | ♦ |
| Social Science | | ♦ |
| All courses | | |

* Where there are student course enrollments.

| Courses for University of California (UC) and/or California State University (CSU) Admission | |
|--|---------|
| UC/CSU Course Measure | Percent |
| 2013-14 Enrollment in Courses Required for UC/CSU Admission | 0.00 |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | |

| Career Technical Education Participation | |
|--|---------------------------|
| Measure | CTE Program Participation |
| Number of pupils participating in CTE | |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

Career Technical Education Programs