

School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

For Willits Elementary Charter School

Address:
Principal:

Phone:
Grade Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refer to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2022–23)

Entity	Contact Information
District Name	Willits
Phone Number	707-459-5314
Superintendent	Mark Beebe
Email Address	markbeebe@willitsunified.com
Website	https://willitsunified.com

Table 2: School Contact Information (School Year 2022–23)

Entity	Contact Information
School Name	Willits Elementary Charter School
Street	405 E. Commercial Street
City, State, Zip	Willits, CA 95490
Phone Number	707-459-1400
Principal	Charlene Bredder
Email Address	charlene@willitsk5charter.org
Website	https://willitselementarycharter.com
County-District-School (CDS) Code	23656230125658

Table 3: School Description and Mission Statement (School Year 2022–23)

Our mission is to equip elementary students with the academic and social skills needed to become self-motivated, competent, life-long learners and productive citizens who respect themselves, others, community, diversity, and the environment. Willits Elementary Charter School will promote growth and development by providing all students with a safe and nurturing educational environment.

Our educational program is designed to honor the developmental milestones and stages of the school-age child. According to the developmental psychologist, Erik Erikson, in elementary school, children are trying to develop a sense of self-worth by refining their skills. This translates into the classroom by creating an environment where progress is measured by comparing each child's learning and growth to themselves over time, rather than all children being expected to achieve the same result at the same time. Especially in the early grades when reading and mathematics skills are being introduced, teachers need to address many skill levels within one classroom. By providing individualized attention, varied forms of instruction to meet the needs of multiple learning styles (auditory, visual, tactile/kinesthetic), and supporting the idea of multiple intelligences, the needs of each individual student are met. As students grasp concepts and master skills, they become more confident and engaged in their learning.

Children participate in a well-rounded curriculum that includes instruction in academic fields such as science, language arts, mathematics, social studies, and foreign language. Arts such as music, drawing, painting, and crafts, as well as gardening are also an integral part of the curriculum. Time for play and physical movement are structured into each school day. Students have opportunities to use technology in the classroom but care is taken to introduce technology in such a way that it supports, not

supplants, creativity and the development of academic and interpersonal skills. An effort is made to introduce cultural diversity into all core academic subjects, arts, and physical education.

Spanish is the primary language of focus of instruction because we believe that fluency in Spanish is essential for success in the changing demographics of California. Other languages are brought into the classroom when appropriate to the cultural heritage of the student body or topics of study.

Our school has a strong emphasis on community. Students develop the skills needed to relate to others, listen effectively, and see themselves as part of a larger entity. We use Conscious Discipline to support students to develop self regulatory skills and empathy for others, along with their understanding of what it means to be part of a community. Students are encouraged to be involved in their school, local, regional, and global communities. To support students' development of self-monitoring, self-reflection, and empathy, we have daily practice of mindfulness and breathing built into our schedule. As part of our community inclusion, we are developing a strong Native American program so that students learn about local cultures, resources and ways of being that connect us to the history and people of the area.

Table 4: Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	24
Grade 1	23
Grade 2	25
Grade 3	21
Grade 4	25
Grade 5	26
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	144

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
Non-Binary	0%
American Indian or Alaska Native	8.3%
Asian	1.1%
Black or African American	1.4%
Filipino	0%
Hispanic or Latino	21.4%
Native Hawaiian or Pacific Islander	0%
Two or More Races	1%
White	84.8%
English Learners	8.3%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	59.3%
Students with Disabilities	4.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Table 6: Teacher Preparation and Placement (School Year 2020–21)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	80%	*	*	*	*
Intern Credential Holders Properly Assigned	2	20%	*	*	*	*
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	*	*	*	*
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	*	*	*	*
Unknown	0	0%	*	*	*	*
Total Teaching Positions	10	100%	*	*	*	*

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teacher Preparation and Placement (School Year 2021–22)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	80%	*	*	*	*
Intern Credential Holders Properly Assigned	2	20%	*	*	*	*
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	*	*	*	*
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	*	*	*	*
Unknown	0	0%	*	*	*	*
Total Teaching Positions	10	100%	*	*	*	*

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 8: Teachers Without Credentials and Misassignments
(considered “ineffective” under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0	0
Misassignments	0	0
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	0	0

**Table 9: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA)**

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	0

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**Year and month in which the data were collected:** September, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Curriculum development is ongoing and defined by the needs of the individual classroom.	Yes	0%
Mathematics	2012	No	0%
Science	Curriculum development is ongoing and defined by the needs of the individual classroom.	Yes	0%
History-Social Science	Curriculum development is ongoing and defined by the needs of the individual classroom.	Yes	0%
Foreign Language	Curriculum development is ongoing and defined by the needs of the individual classroom.	Yes	0%
Health	Curriculum development is ongoing and defined by the needs of the individual classroom.	Yes	0%
Visual and Performing Arts	Curriculum development is ongoing and defined by the needs of the individual classroom.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Table 12: School Facility Conditions and Planned Improvements

The buildings are all in sound condition, with 2 classrooms and the bathrooms newly painted.

The outside of many of the buildings is starting to deteriorate and we have a plan to replace rotting boards and to paint the entire outside of the buildings.

The gutters in places also need to be repaired.

We have approval for two shade structures outside, which we hope to complete in the next year. These will provide shaded and protected areas for both eating and play.

We bought a power washer so that we can quickly recover from flooding muds on the outside areas.

Table 13: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: [DPL]

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good			HVAC inspected and all working
Interior: Interior Surfaces	Good			Painted 2 classrooms and bathrooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good			Set traps for rats; humanely trapped cat and kittens and relocated to good homes
Electrical: Electrical	Good			Repaired 2 sockets
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good			Installed water bottle filler in common area; replaced water filters
Safety: Fire Safety, Hazardous Materials	Good			
Structural: Structural Damage, Roofs	Good			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good			Put new playground grade woodchips in playground, used shade structures for lunch area

Overall Facility Rate

Year and month of the most recent FIT report: *October, 2022*

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
	good		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- College and Career Ready:** The percentage of students 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.

Table 15: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	53%	N/A	24%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	41%	N/A	14%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The

2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Table 16: CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	72	97%	3%	53%
Female	38	37	97%	3%	51%
Male	36	35	97%	3%	54%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	17	16	94%	6%	25%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	50	49	98%	2%	61%
English Learners	7	6	86%	14%	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	34	32	94%	6%	38%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	4	4	100%	0%	N/A

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Table 17: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	73	99%	1%	41%
Female	38	37	97%	3%	46%
Male	36	36	100%	0%	36%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	17	17	100%	0%	18%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	50	49	98%	2%	53%
English Learners	7	6	86%	14%	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	34	33	97%	3%	30%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	4	4	100%	0%	N/A

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**Table 18: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	N/T	31%	15%	17%	29%	29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

**Table 19: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	26	100%	0%	31%
Female	13	13	100%	0%	31%
Male	13	13	100%	0%	31%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	10	10	100%	0%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	13	13	100%	0%	31%
English Learners	6	6	100%	0%	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	14	14	100%	0%	14%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 20: Career Technical Education Programs (School Year 2021–22)

Willits Elementary Charter School is an elementary school and does not offer Career Technical Education Programs.

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

Willits Elementary Charter School is an elementary school and does not offer Career Technical Education Programs.

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

Willits Elementary Charter School is an elementary school and does not offer Career Technical Education Programs.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 24: Opportunities for Parental Involvement (School Year 2022–23)

[Narrative provided by the LEA]

In 2022-23, we are so happy to be welcoming parents back on campus.

We have parent volunteers in classrooms, who help with reading and math, as well as special projects and art.

We have had a Fall Carnival that was run by parent volunteers.

The director tries to meet monthly at an informal meeting with parents. This has been interrupted this year by many absences and having to substitute in classrooms, but we try to keep that schedule as much as possible.

Parents have driven for field trips and accompanied classes in both walking and driving outings.

We have had several parent work days for improving the campus, and several other events planned during the school year (fundraising as well as student performances).

We have parent-teacher conferences in person. Teachers use social media and school communication media to connect with parents.

We have weekly Community Gatherings for students, parents, and staff to celebrate birthdays and accomplishments and share performances.

Grade 4 and 5 students are in a leadership program and regularly involve parents in their plans for the school and community.

Parents participate in our Food Pantry on campus by either dropping things off or going shopping at the pantry.

Parents can contact the office at 707-459-1400 for information about parent participation.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–2 0	School 2020–2 1	School 2021–2 2	District 2019–2 0	District 2020–2 1	District 2021–2 2	State 2019– 20	State 2020– 21	State 2021– 22
Dropout Rate	0%	0%	0%	*	*	*	*	*	*
Graduation Rate	100%	100%	100%	*	*	*	*	*	*

**Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	26	26	100%
Female	13	13	100%
Male	13	13	100%
Non-Binary	0	0	N/A
American Indian or Alaska Native	2	2	100%
Asian	1	1	100%
Black or African American	0	0	N/A
Filipino	0	0	N/A
Hispanic or Latino	10	10	100%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
White	13	13	100%
English Learners	5	5	100%
Foster Youth	N/A	N/A	N/A
Homeless	N/A	N/A	N/A
Socioeconomically Disadvantaged	11	11	100%
Students Receiving Migrant Education Services	N/A	N/A	N/A
Students with Disabilities	4	4	100%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

**Table 27: Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	148	148	18	12%
Female	72	72	8	11%
Male	76	76	10	13%
American Indian or Alaska Native	12	12	1	8%
Asian	1	1	0	0%
Black or African American	2	2	0	0%
Filipino	0	0	0	0%
Hispanic or Latino	31	31	4	13%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	0	0	0	0%
White	126	126	13	10%
English Learners	12	12	4	33%
Foster Youth	0	0	0	0%
Homeless	0	0	0	0%
Socioeconomically Disadvantaged	89	89	8	9%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	6	6	3	50%

State Priority: School Climate

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

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

Table 28: Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0	*	*
Expulsions	0	*	*

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Table 29: Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0	1	*	*	*	*
Expulsions	0	0	*	*	*	*

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1	0
Female	0	0
Male	1	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Table 31: School Safety Plan (School Year 2022–23)

WECS has a comprehensive school safety plan which is reviewed each year. In summary, clear procedures with outlined responsibilities for specific staff are not only articulated but reviewed at each monthly fire drill as well as at staff meetings twice a year. The campus is a secured environment, with administration and teachers aware of who enters and leaves the campus. Key elements of the plan include procedures for addressing potential immediate physical threats such as fire, earthquake and intruders, as well as emotional and physical threats that are not immediately evident, such as reporting child abuse, addressing bullying and addressing dangerous student behaviors that could lead to expulsion/suspension. Procedures for addressing sexual harassment and discrimination are included and reviewed annually. WECS ensures a safe environment by being an engaged staff that is concerned about the well-being of all students and staff and actively works to foster a safe and welcoming environment, both physically and emotionally. The plan was last annually reviewed and approved by the board on October 11, 2022.

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.

Table 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22	0	1	0
1	24	0	1	0
2	23	0	1	0
3	22	0	1	0
4	22	0	1	0
5	23	0	1	0
6	N/A	N/A	N/A	N/A
Other**	12	1	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19	1	0	0
1	22	1	0	0
2	20	1	0	0
3	23	1	0	0
4	23	1	0	0
5	23	1	0	0
6	N/A	N/A	N/A	N/A
Other**	6	1	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22	1	0	0
1	20	1	0	0
2	25	1	0	0
3	22	1	0	0
4	23	1	0	0
5	21	1	0	0
6	N/A	N/A	N/A	N/A
Other**	20	1	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–20)**

Not applicable

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–21)**

Not applicable.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2021–22)**

Not applicable.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	0

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.15
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.15
Resource Specialist (non-teaching)	0.40
Other	0

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12083	2579	9504	52,611
District	N/A	N/A	N/A	58,000
Percent Difference – School Site and District	N/A	N/A	N/A	10%
State	N/A	N/A	N/A	69,000
Percent Difference – School Site and State	N/A	N/A	N/A	25%

Note: Cells with N/A values do not require data.

Table 41: Types of Services Funded (Fiscal Year 2021–22)

Willits Elementary Charter School is focusing on continuing to build our community. We are building skills such as empathy, self control, supportiveness and confidence. We offer tutoring help from classroom aides as well as teachers, a school counselor to talk to students about personal or school issues, a mentor to help on the playground and with friendship issues, a before- and after-school program, and an approach to discipline that encourages self responsibility and commitment to others. Each class has Spanish daily and art in Spanish once a week, as well as daily music and PE classes. We have weekly Community Gatherings to recognize birthdays, special performances, and share information and sing together. We have a food pantry to support struggling families. We have free brunch and lunch for all students. We have implemented a student leadership program in grades 4 and 5, in which students think of projects they want to do to change the school or community. Teachers meet twice weekly to discuss professional development topics and how to support student learning.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	45,000	*
Mid-Range Teacher Salary	67,000	*
Highest Teacher Salary	91,000	*
Average Principal Salary (Elementary)	101,000	*
Average Principal Salary (Middle)	114,000	*
Average Principal Salary (High)	141,000	*
Superintendent Salary	155,000	*
Percent of Budget for Teacher Salaries	28%	*
Percent of Budget for Administrative Salaries	6%	*

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses:**

Not applicable.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10