Willits Elementary Charter

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address: 405 East Commercial St. Willits, CA , 95490-3007

Phone: (707) 459-1400 **Grade Span:** K-5

Principal: Charlene Bredder, Director

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 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.

About This School

Charlene Bredder, Director

Principal, Willits Elementary Charter

About Our School

Charlene Bredder is completing her fifth year as director of Willits Elementary Charter School. We continue to evolve our supports for student learning, including a robust reading intervention program, a parenting program, counseling, student leadership activities, and a restorative justice approach to discipline. We have beautified our school with new, colorful paint on all our buildings, 2 shade structures for teaching and a place to eat, and have added chickens to our garden program. We look forward to another year of growth and learning.

Contact

Willits Elementary Charter
405 East Commercial St.
Willits, CA 95490-3007

Phone: (707) 459-1400
Email: charlene@willitsk5charter.org

Contact Information (School Year 2023–24)

District Name Willits Unified

Phone Number (707) 459-5134

Superintendent Beebe, Mark

Email Address markbeebe@willitsunified.com

Website https://www.willitsunified.com/

School Contact Information (School Year 2023–24)

School Name Willits Elementary Charter

Street 405 East Commercial St.

City, State, Zip Willits, CA , 95490-3007

Phone Number (707) 459-1400

Principal Charlene Bredder, Director

Email Address charlene@willitsk5charter.org

Website http://willitselementarycharter.com

County-District-School

(CDS) Code 23656230125658

Last updated: 1/4/24

School Description and Mission Statement (School Year 2023–24)

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.

Last updated: 1/4/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level Number of Students
Kindergarten 23
Grade 1 23
Grade 2 24
Grade 3 27
Grade 4 23
Grade 5 25
Total Enrollment 145
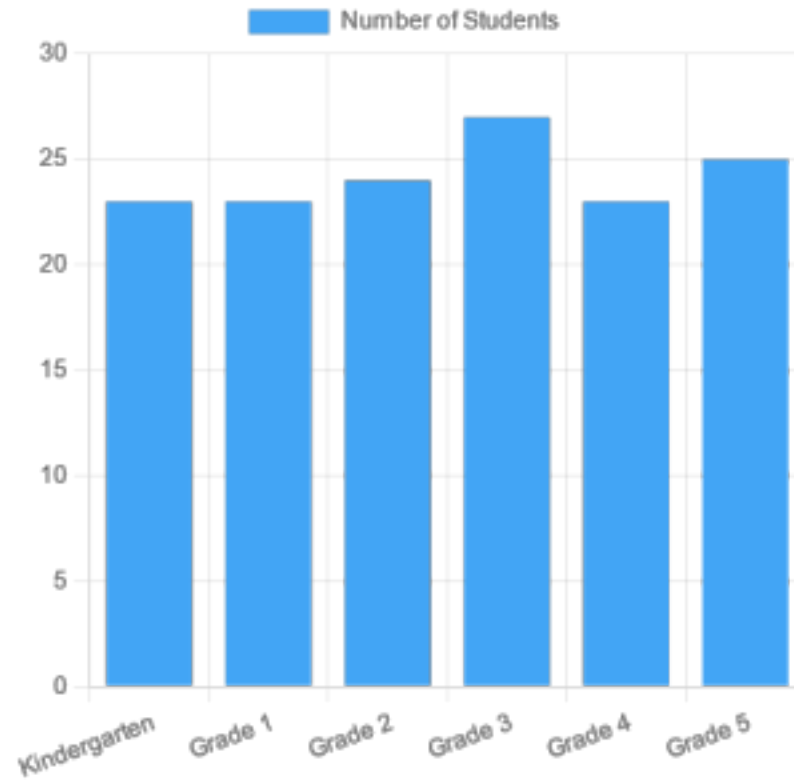
Last updated: 1/4/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female 50.30%	
Male 49.70%	

Student Group (Other)	Percent of Total Enrollment
English Learners 9.00%	

School Accountability Report Card https://sarconline.org/public/print/23656230125658/2022-2023?guid=5...

Percent of Total Percent of Student Group EnrollmentStudent Group Total (Other) Enrollment

Non-Binary 0.00%	

American Indian or Alaska Native	2.10%
Asian	1.40%
Black or African American	0.70%
Filipino	0.00%
Hispanic or Latino	22.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.90%
A. Conditions of Learning White	66.20%

Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	64.10%
Students with Disabilities	6.90%

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

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)	5.50	64.71%	72.90	66.04%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.00	23.53%	3.00	2.72%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	11.76%	12.70	11.59%	11216.70	4.08%

	School	District	State
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00 0.00%	10.30 9.40%	12115.80 4.41%
Unknown/Incomplete/NA	0.00 0.00%	11.30 10.25%	18854.30 6.86%
Total Teaching Positions	8.50 100.00%	110.30 100.00%	274759.10 100.00%

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.

Last updated: 1/4/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District	State	State

	Number	Percent	Number	Percent	Number	Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.50	64.78%	80.10	70.64%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.90	23.44%	4.60	4.07%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	11.78%	10.60	9.41%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	9.80	8.71%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	8.10	7.14%	15831.90	5.67%
Total Teaching Positions	8.40	100.00%	113.30	100.00%	279044.80	100.00%

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.

Last updated: 1/4/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers 0.00 0.00		
Misassignments 1.00 1.00		
Vacant Positions 0.00 0.00		
Total Teachers Without Credentials and Misassignments 1.00 1.00		

Last updated: 11/2/23

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 0.00 0.00	
Local Assignment Options 0.00 0.00	
Total Out-of-Field Teachers 0.00 0.00	

Last updated: 11/2/23

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)	50.00%	10%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	36.30%	0%

We have zero for each section

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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 Big Ideas Math		Yes	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	Spanish. 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 Lab Eqpmt (Grades 9-12)		N/A N/A 0

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

Last updated: 1/4/24

School Facility Conditions and Planned Improvements

FIT 11.27.2023

All buildings newly painted and rot repaired.

Third grade classroom suffered flood damage, requiring floor and some wall replacement. All new flooring, new paint, new sheetrock.

Buildings missing or damaged ceiling tiles all replaced.

Upgrade to dishwasher made, upgrade to kitchen counter/facilities made. Two shade structures installed outside to provide shelter during rain and hot sun. These areas are for eating, teaching, and play.

Last updated: 1/4/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: November 2023

System Inspected Rating		Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling tiles needed. New paint in third grade, new floor in third grade.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Replaced outlet by MPR sink with appropriate one for near water.

Restrooms/Fountains: Restrooms, Sinks/Fountains	Good New higher quality soap dispensers installed outside and inside.
Safety: Fire Safety, Hazardous Materials	Good All fire extinguishers inspected yearly.
Structural: Structural Damage, Roofs	Good Water/rot damage replaced on all buildings during painting in summer. Roof on second grade needs to be replaced. Leaks occurring.
External: Playground/School Grounds, Windows/Doors/Gates /Fences	Good Fence repaired over summer. Windows in grade 3 reset. Need to reset windows in grade 1 and 4. Replaced siding on 2 walls outside with concrete so it will last.

Overall Facility Rate

Year and month of the most recent FIT report: November 2023

Overall Rating Good

Last updated: 1/4/24

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 [CAA] 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. CAA 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:

    1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.

    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.

    3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Number	Number	Percent	Percent Not	Percent Met or

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	71	100.00%	0.00%	54.93%
Female	32	32	100.00%	0.00%	65.63%
Male	39	39	100.00%	0.00%	46.15%
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	12	12	100.00%	0.00%	41.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	49	49	100.00%	0.00%	67.35%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	39	39	100.00%	0.00%	51.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/4/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded

Student Group					
All Students 71 71 100.00% 0.00% 42.25%					
Female 32 32 100.00% 0.00% 34.38%					
Male 39 39 100.00% 0.00% 48.72%					
American Indian or Alaska Native			-- -- -- -- --		
Asian -- -- -- -- --					
Black or African American			0 0 0% 0% 0%		
Filipino 0 0 0% 0% 0%					
Hispanic or Latino 12 12 100.00% 0.00% 33.33%					
Native Hawaiian or Pacific Islander			0 0 0% 0% 0%		
Two or More Races -- -- -- -- --					
White 49 49 100.00% 0.00% 46.94%					
English Learners -- -- -- -- --					

Student Group	Total Enrollment	Number Tested Percent	Tested Percent Not Tested Percent Met or	Exceeded
Foster Youth 0 0 0% 0% 0%				
Homeless 0 0 0% 0% 0%				
Military 0 0 0% 0% 0%				
Socioeconomically Disadvantaged			39 39 100.00% 0.00% 33.33%	

Students Receiving Migrant Education Services	0	0	0%	0%	0%

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 Students with					
of students who met or exceeded the standard on the Smarter Balanced Summative Disabilities	--	--	--	--	--

Assessment plus the total number of students who met the standard (i.e., achieved

Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Last updated: 1/4/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science and high school)	30.77%	60.87%	18.56%	17.66%	29.47%	30.29%(grades 5, 8,

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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.

Last updated:

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	24	23	95.83%	4.17%	60.87%
Female	--	--	--	--	--
Male	14	13	92.86%	7.14%	61.54%

American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	19	18	94.74%	5.26%	66.67%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	10	90.91%	9.09%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/4/24

Career Technical Education (CTE) Programs (School Year 2022–23)

Last updated:

Career Technical Education (CTE) Participation (School Year 2022–23)

Measure	CTE Program Participation
Number of Pupils Participating in CTE --	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/4/24

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

|	UC/CSU Course Measure Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission --	
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/5/24

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

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Component
3:
Component
Trunk
Component
2:
Extensor
4:
Upper Body
Component
Abdominal
and
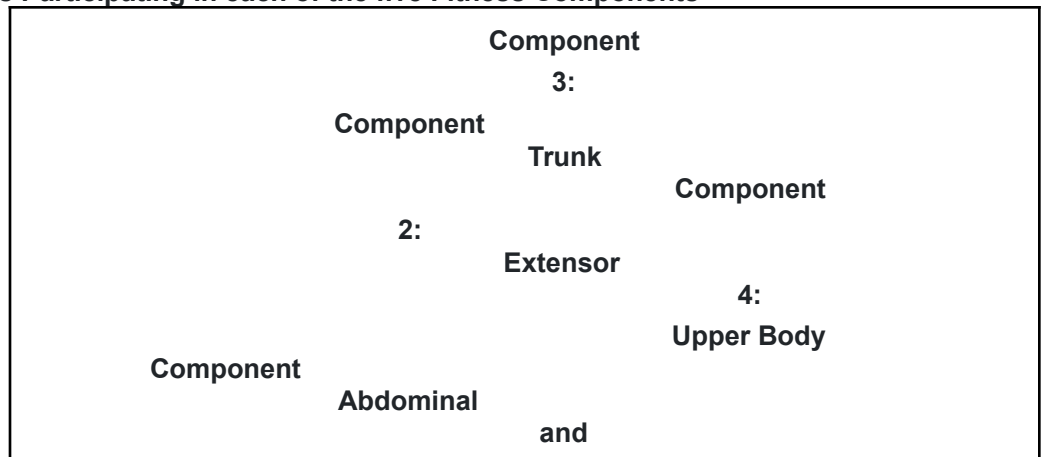
Strength
Strength
Strength
Component

1:
Aerobic
and
and
and
5:

Grade
Capacity
Endurance
Flexibility
Endurance
Flexibility

5 100% 100% 100% 100% 100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 12/8/23

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

Opportunities for Parental Involvement (School Year 2023–24)

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

The director tries to meet monthly at an informal meeting with parents. She is always at the gate each morning and when school lets out in order to have informal contact with parents.

Parents can drive for field trips and accompany classes in both walking and driving outings.

We will have a concert every 2 months to showcase student accomplishments on their instruments.

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. Fifth graders are now doing Independent Projects which involve learning of their choice and many parents are involved in various projects.

We have created a P-3 Parenting Class on campus for parents to have both group and individual contact with a trained counselor/mentor who has led 3-P classes previously.

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

Parents and staff are leading a Gala in the spring that will both showcase student work and be a fundraiser for the school.

Parents are providing snacks to staff on Fridays.

Parents are volunteering as crossing guards for our busy street.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School	School	School	District	District	District	State	State	State

	2020–21	2021–22	2022–23	2020–21	2021–22	2022–23	2020–21	2021–22	2022
Dropout Rate	15%	24.2%	17.0%	9.4%	7.8%	8.2			
Graduation Rate	85%	68.9%	82.4%	83.6%	87%	86.			

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Dropout Rate   Graduation Rate
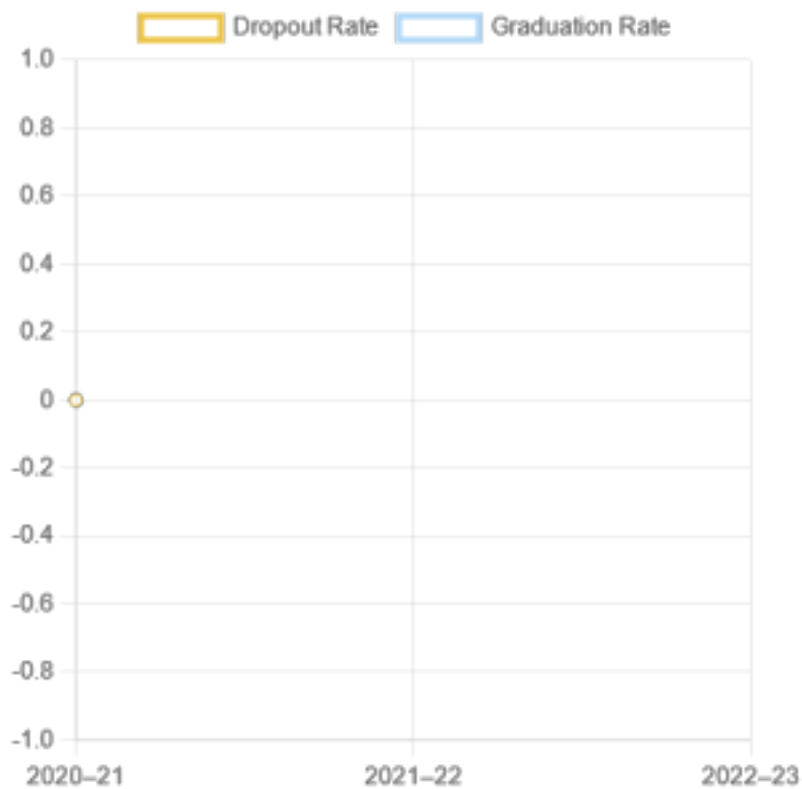
Last updated:

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0.0	0.0	0.0%
Asian	0.0	0.0	0.0%
Black or African American	0.0	0.0	0.0%
Filipino	0.0	0.0	0.0%
Hispanic or Latino	0.0	0.0	0.0%
Native Hawaiian or Pacific Islander	0.0	0.0	0.0%
Two or More Races	0.0	0.0	0.0%
White	0.0	0.0	0.0%

Student Group				
English Learners 0.0 0.0 0.0%				
Foster Youth 0.0 0.0 0.0%				
Homeless 0.0 0.0 0.0%				
Socioeconomically Disadvantaged 0.0 0.0 0.0%				
Students Receiving Migrant Education Services	0.0 0.0 0.0%			
Students with Disabilities 0.0 0.0 0.0%				

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.

Note: To protect student privacy, double dashes (--) are used in the table when the

cell size within a student population is ten or fewer.

Last updated: 1/4/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students 151 124 41 33.1%				
Female 78 60 18 30.0%				
Male 73 64 23 35.9%				

Non-Binary 0 0 0 0.0%	
American Indian or Alaska Native	3 2 2 100.0%
Asian 2 1 0 0.0%	
Black or African American	1 1 0 0.0%
Filipino 0 0 0 0.0%	
Hispanic or Latino 34 24 8 33.3%	
Native Hawaiian or Pacific Islander	0 0 0 0.0%
Two or More Races 10 9 5 55.6%	
White 100 86 25 29.1%	
English Learners 13 10 4 40.0%	
Foster Youth 0 0 0 0.0%	
Homeless 0 0 0 0.0%	
Socioeconomically Disadvantaged	97 74 31 41.9%
Students Receiving Migrant Education Services	0 0 0 0.0%

Chronic

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Cumulative	Eligible	Chronic Absenteeism	Chronic Absenteeism
		Absenteeism	Absenteeism

Student Group	Enrollment	Enrollment	Count	Rate
Students with Disabilities	22	18	7	38.9%

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.68%	0.00%	0.52%	5.67%	7.53%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students 0.00% 0.00%		
Female 0.00% 0.00%		
Male 0.00% 0.00%		
Non-Binary 0.00% 0.00%		
American Indian or Alaska Native 0.00% 0.00%		
Asian 0.00% 0.00%		
Black or African American 0.00% 0.00%		
Filipino 0.00% 0.00%		

Hispanic or Latino 0.00% 0.00%		
Native Hawaiian or Pacific Islander 0.00% 0.00%		
Two or More Races 0.00% 0.00%		
White 0.00% 0.00%		
English Learners 0.00% 0.00%		
Foster Youth 0.00% 0.00%		
Homeless 0.00% 0.00%		
Socioeconomically Disadvantaged 0.00% 0.00%		
Students Receiving Migrant Education Services 0.00% 0.00%		
Students with Disabilities 0.00% 0.00%		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/4/24

School Safety Plan (School Year 2023–24)

> WECS has a comprehensive School Safety Plan that was reviewed and approved by the board on 9.16.2023 and it is updated annually. The plan includes what to do in case of emergencies, with regularly scheduled fire and earthquake drills as well as evacuation drills. We have a detailed Emergency Operation Plan. We have
> procedures for identifying and reporting suspected child abuse; policies
> for identifying and addressing harassment and bullying; and procedures
> for maintaining a healthy and safe school environment.

Last updated: 1/4/24

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.

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	16.00	1		
1	22.00		1	
2	19.00	1		
3	22.00		1	
4	20.00	1		
5	20.00	1		
6				
Other**	9.00	1	3	

* 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.

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 22.00 2				
1 20.00 2				
2 22.00 2				
3 20.00 2				
4 21.00 2				
5 20.00 2				

6				
Other** 9.00 1 2				

* 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K 22.00 0 3 0				
1 24.00 0 3 0				
2 23.00 0 3 0				
3 24.00 0 3 0				
4 22.00 0 3 0				
5 22.00 0 3 0				
6 0.00 0 0 0				
Other** 74.00 1 0 1				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

(HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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.

School Accountability Report Card https://sarconline.org/public/print/23656230125658/2022-2023?guid=5...

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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.

Last updated:

Ratio of Pupils to Academic Counselor (School Year 2022–23)

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.

Last updated: 1/4/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

School Accountability Report Card https://sarconline.org/public/print/23656230125658/2022-2023?guid=5...

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching) * 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. Other 0.00 *Last updated: 1/4/24*	

**Types of Services Funded (Fiscal Year 2022–23)**

We have a Food Pantry available to all students; we have clothes and coats collected and available to all students. We have a Social Skills Facilitator who works with students to ensure good relations among students and helps them to solve problems. We have a strong remedial literacy skills program that students who are struggling readers participate in. All grade 4 and grade 5 students participate in SLED (Students Leading EDucation) and direct projects that they want to be involved in. We have art, PE, Spanish, gardening, and music for all students.
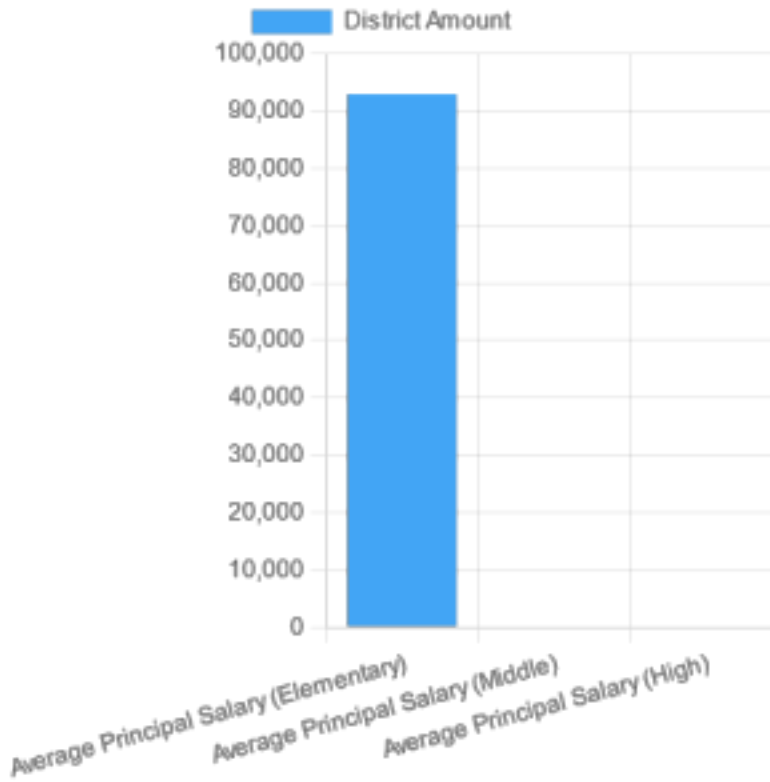
Last updated: 1/4/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48000.00	$47615.88
Mid-Range Teacher Salary	$52000.00	$75580.34
Highest Teacher Salary	$63000.00	$100485.05
Average Principal Salary (Elementary)	$93000.00	$114066.92
Average Principal Salary (Middle)	$0.00	$123621.77
Average Principal Salary (High)	$0.00	$125385.54
Superintendent Salary	$0.00	$157977.15
Percent of Budget for Teacher Salaries	28.47%	27.82%
Percent of Budget for Administrative Salaries	6.01%	5.78%

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

Average Principal Salary (Elementary) Average Principal Salary (Middle) Average Principal Salary (High)
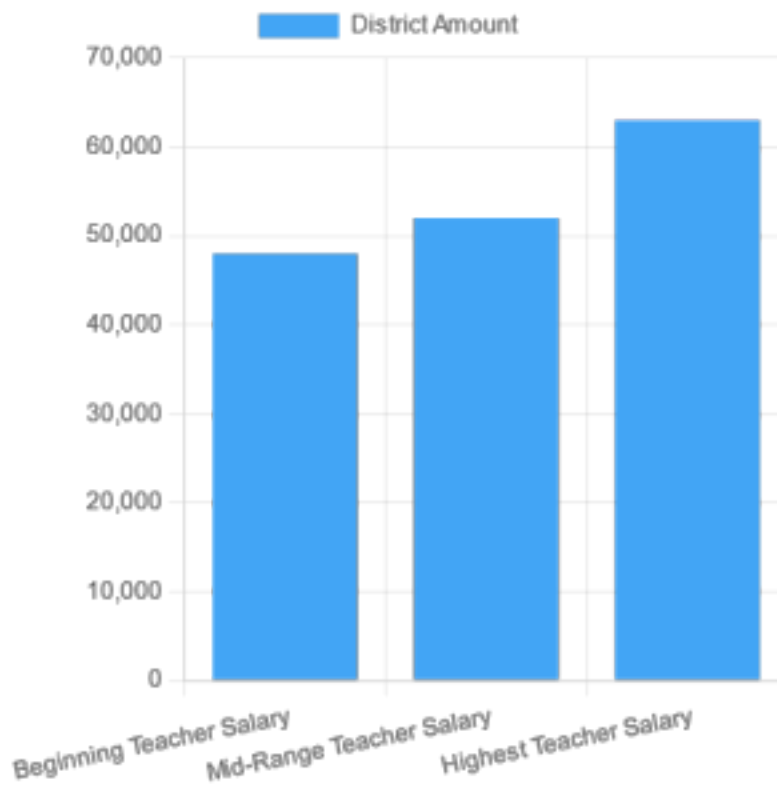
Last updated: 1/4/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

School Accountability Report Card https://sarconline.org/public/print/23656230125658/2022-2023?guid=5... *Last*

updated: 1/4/24