Willits Elementary Charter
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	405 East Commercial St. Willits, CA , 95490-3007	**Principal:**	Charlene Bredder, Director
Phone:	(707) 459-1400	**Grade Span:**	K-5

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Charlene Bredder, Director

📍 Principal, Willits Elementary Charter

?We continue to evolve our supports for student learning, including a robust reading intervention program, a peer mediator program, counseling, student leadership activities, and a restorative justice approach to discipline. We continue to support student learning in Spanish, art, music, PE, and gardening, which enhance core subjects. All students had their writing published in class books. For the third year, we enjoyed an all-school field trip to Camp Wente for a field day and overnight camping for grades 3-4-5. We continue to develop campus jobs and responsibilities for students. ?

About Our School

Contact

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

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

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

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
Grade Span	K-5
County-District-School (CDS) Code	23656230125658

School Description and Mission Statement (School Year 2024–25)

Our **mission** (what we want to do) is to equip elementary students with the academic and social skills needed to think critically, and become self-motivated, curious, and capable citizens who respect themselves, others, community, diversity, and the environment. Willits Elementary Charter School promotes growth and development by providing all students with a safe and nurturing educational environment.

Vision: (how we do the mission) We aim to provide our students with a solid academic foundation by:

? Emphasizing hands-on experiences

? Encouraging creative and critical thinking

? Incorporating problem-solving

? Offering low student-to-adult ratios in classes

? Attending to individual student academic needs

? Involving families to support student and school success

? Presenting a well-rounded curriculum that meets state standards and includes foreign language instruction (Spanish), arts, music, physical activity, and outdoor experiences

? Utilizing varied forms of instruction and assessment

? Using research-based approaches to instruction

? Recognizing the unique gifts and contributions of each student

? Promoting self-awareness, interpersonal communication, and active listening

? Presenting a global perspective of human society

? Providing opportunities to help students navigate an increasingly digital world

? Promoting student leadership in designing projects to help their community

? Teaching students to advocate for themselves and access supportive resources

? Creating opportunities for students to develop an awareness of society's impact on the natural environment

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	24
Grade 1	25
Grade 2	23
Grade 3	27
Grade 4	28
Grade 5	25
Total Enrollment	152
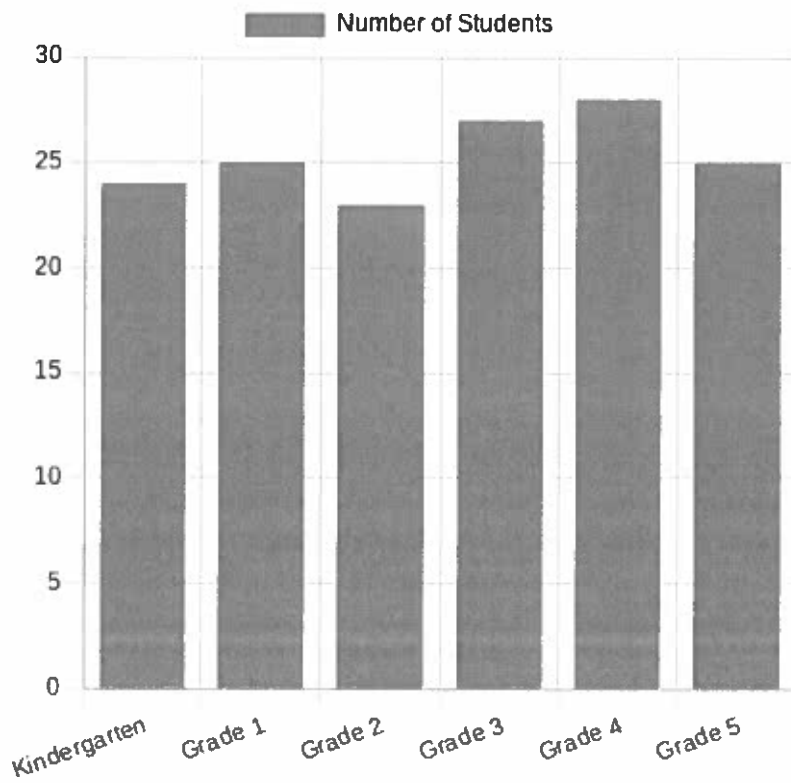
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	53.90%
Male	46.10%
Non-Binary	0.00%
American Indian or Alaska Native	2.00%
Asian	1.30%
Black or African American	1.30%
Filipino	0.00%
Hispanic or Latino	19.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.30%
White	69.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.20%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	64.50%
Students with Disabilities	14.50%

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

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%
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.

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)	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	5.40	64.66%	77.00	70.04%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.90	23.44%	7.00	6.38%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	11.20	10.24%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	5.30	4.84%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	11.78%	9.30	8.47%	14303.80	5.15%
Total Teaching Positions	8.40	100.00%	109.90	100.00%	277698	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.

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	1.00	0

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

We have zero for each section

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50.00%	10%	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)	36.30%	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-created texts. UFLI for phonics instruction.	0
Mathematics	Big Ideas Math	0
Science	Teacher-created and we use Mystery Science and Foss Kits	0
History-Social Science	Teacher-created materials.	0
Foreign Language	Teacher-created materials.	0
Health	Teacher-created materials.	0
Visual and Performing Arts	Teacher-created materials.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The school facilities received a 97% and a rating of Good.

WECS has new roofs on 3 buildings; we have repaired leaks in classrooms and have installed new gutters on 2 buildings.

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: September 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	none
Interior: Interior Surfaces	Good	none
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	We continue to monitor chicken house for any vermin infestations and react as soon as anything is spotted.
Electrical: Electrical	Good	We have repaired 2 classroom phones so that they work again. We replaced an outlet near a sink with one with a breaker.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	We repaired 2 classroom sinks and the outdoor trough sinks.
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	We replaced 3 building roofs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	We will paint colors on the shade structure supports so that students see them more easily.

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	55%	46%	26%	22%	46%	47%
Mathematics (grades 3-8 and 11)	42%	30%	16%	13%	34%	35%

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: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023-24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	78	98.73%	1.27%	46.15%
Female	41	40	97.56%	2.44%	47.50%
Male	38	38	100.00%	0.00%	44.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	17	17	100.00%	0.00%	29.41%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	52	51	98.08%	1.92%	58.82%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	47	46	97.87%	2.13%	45.65%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	17.65%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	77	97.47%	2.53%	29.87%
Female	41	40	97.56%	2.44%	32.50%
Male	38	37	97.37%	2.63%	27.03%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	17	17	100.00%	0.00%	11.76%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	52	50	96.15%	3.85%	40.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	47	46	97.87%	2.13%	26.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	5.88%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	60.87%	44.00%	17.66%	11.18%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	25	100.00%	0.00%	44.00%
Female	15	15	100.00%	0.00%	46.67%
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
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	17	17	100.00%	0.00%	58.82%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	13	13	100.00%	0.00%	53.85%
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.

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 2023–24)
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%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

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

The director 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 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.

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 volunteering as crossing guards for our busy street.

We have parent volunteers to help in the mornings before school starts.

We have an all-school trip to a camp and parents volunteer to help cook, run games, and be with students during the all-day field day.

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	153	153	29	19.0%
Female	82	82	17	20.7%
Male	71	71	12	16.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	9	30.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	107	107	17	15.9%
English Learners	11	11	4	36.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	98	98	24	24.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	35	7	20.0%

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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.68%	0.00%	1.31%	5.67%	7.53%	10.43%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.07%	0.08%	0.07%

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 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.31%	0%
Female	1.22%	0%
Male	1.41%	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	1.87%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	2.04%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

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.

School Safety Plan (School Year 2024–25)

The Comprehensive School Safety Plan was approved by the school board on 10.8.2024 and a public input time was held on 10.4.2024. The plan is regularly discussed with staff as things happen.

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.

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 2021–22)

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

WECS does not have a school counselor. We have an agreement with a local agency that sends a counselor once a week to meet with some students.

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.

Student Support Services Staff (School Year 2023–24)

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	
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	
Other**	0.00

* 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" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17170.00	$3690.00	$13479.00	$59363.00
District	N/A	N/A	--	$75991.00
Percent Difference – School Site and District	N/A	N/A	--	21.00%
State	N/A	N/A	$10770.62	$78673.00
Percent Difference – School Site and State	N/A	N/A	--	25.00%

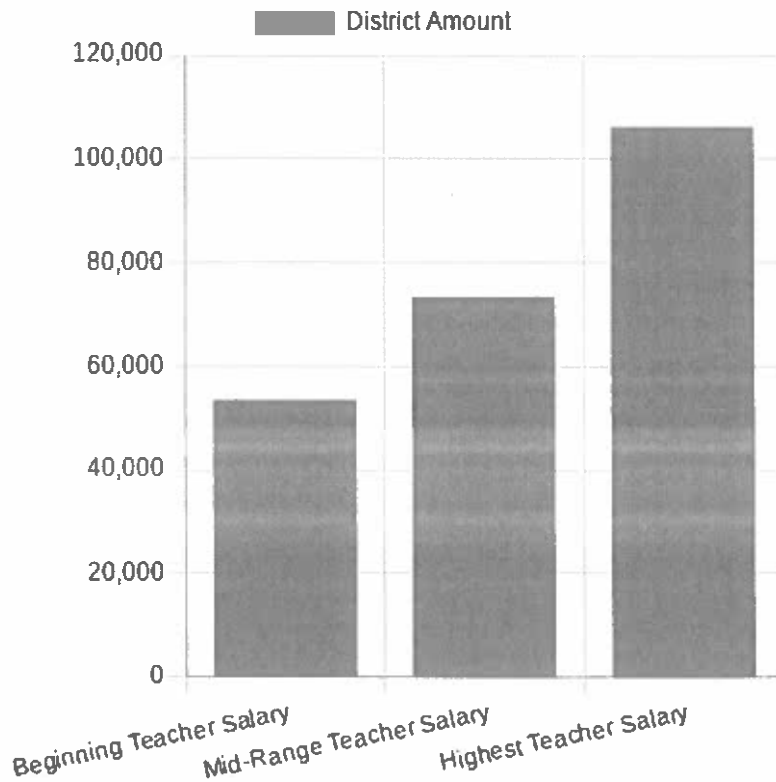Note: Cells with N/A values do not require data.

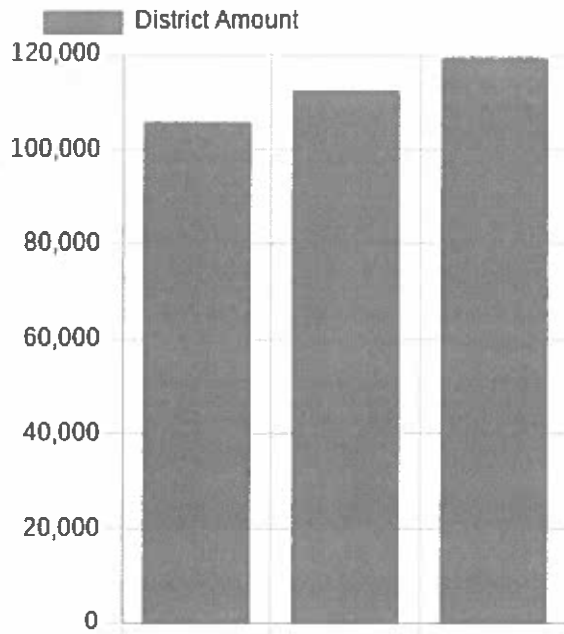**Types of Services Funded (Fiscal Year 2023–24)**

?We have a Food Pantry available to all students; we have clothes and coats collected and available to all students. We have an After School Program available to all students as well as a Before School Program. 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. We have a resource teacher who meets with students who have learning disabilities and we have one-on-one aides to help students as well. We have aides in all classrooms who help all students. ?

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53539.00	$50757.32
Mid-Range Teacher Salary	$73441.00	$75692.82
Highest Teacher Salary	$106240.00	$105686.82
Average Principal Salary (Elementary)	$105874.00	$121443.25
Average Principal Salary (Middle)	$112575.00	$132508.80
Average Principal Salary (High)	$119372.00	$133106.36
Superintendent Salary	$160000.00	$167660.24
Percent of Budget for Teacher Salaries	27.76%	25.51%
Percent of Budget for Administrative Salaries	6.75%	5.93%

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

Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10