

Willits Elementary Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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/fq/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).

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.

Kara McClellan, Director

 Principal, Willits Elementary Charter

About Our School

Willits Elementary Charter School (WECS) provides a quality, personalized education for students in grades kindergarten through fifth. We are an intentionally small school with an emphasis on family involvement. We have a strong commitment to Spanish language instruction as well as in the arts and physical education. We celebrate diversity and strive to instill integrity, compassion and confidence in each child. We give each child support and encouragement to become his/her own unique self. Through inquiry-based learning, Willits Elementary Charter students tackle academic curriculum in ways that are engaging, meaningful, and adaptable to a variety of learning styles.

Contact

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

Phone: 707-459-1400
E-mail: willitselementarycharter@gmail.com

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Willits Unified
Phone Number	(707) 459-5134
Superintendent	Mark Westerburg
E-mail Address	markwesterburg@willitsunified.com
Web Site	www.willitsunified.net

School Contact Information (School Year 2018—19)	
School Name	Willits Elementary Charter
Street	405 East Commercial St.
City, State, Zip	Willits, Ca, 95490-3007
Phone Number	707-459-1400
Principal	Kara McClellan, Director
E-mail Address	willitselementarycharter@gmail.com
Web Site	http://willitselementarycharter.com
County-District-School (CDS) Code	23656230125658

Last updated: 12/10/2018

School Description and Mission Statement (School Year 2018—19)

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 mathematic 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, drama, dance, drawing, painting, and crafts, as well as gardening are also an integral part of the curriculum. Practical life skills are integrated into 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.

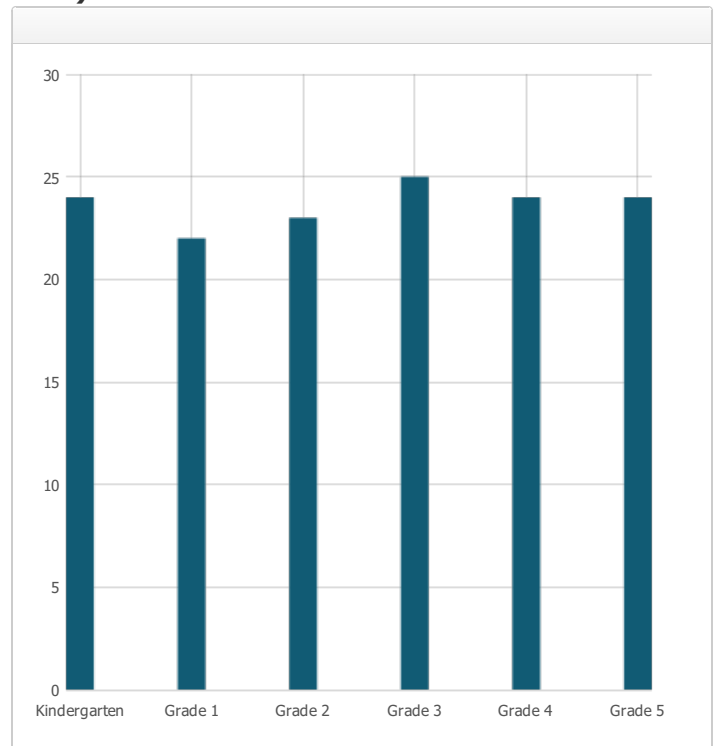
Spanish is the primary language of focus of instruction because we believe that fluency in Spanish is essential for success in the changing demographics of California. Other languages will be brought into the classroom when appropriate to the cultural heritage of the student body or topics of study.

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. Students are encouraged to be involved in their school, local, regional, and global communities. Students have opportunities to participate in positive, structured interactions with area middle school students, high school students, college students, professionals, and community members.

Last updated: 12/10/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	24
Grade 1	22
Grade 2	23
Grade 3	25
Grade 4	24
Grade 5	24
Total Enrollment	142



Last updated: 12/10/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	10.9 %
Asian	3.6 %
Filipino	0.7 %
Hispanic or Latino	15.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	81.9 %
Two or More Races	0.0 %
Other	-14.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.3 %
English Learners	4.3 %
Students with Disabilities	7.2 %
Foster Youth	0.0 %

A. Conditions of Learning

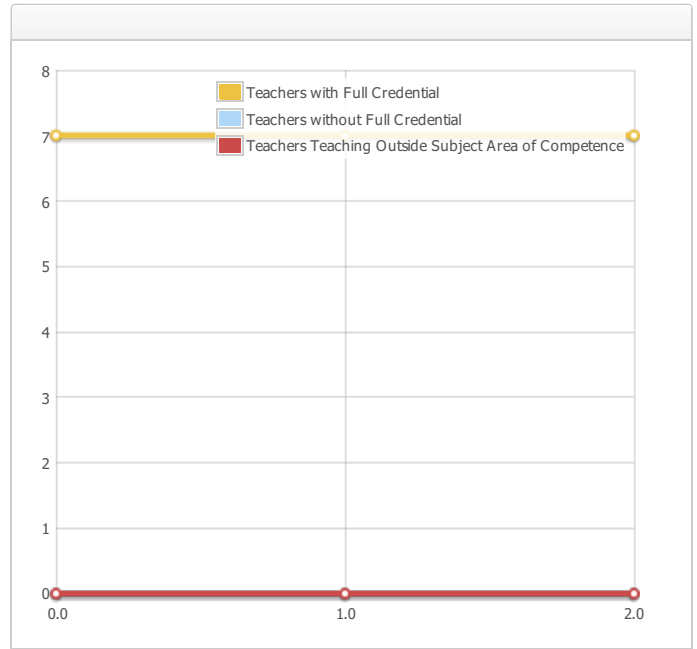
State Priority: Basic

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 Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	7	7	7	7
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/10/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: August 2018

Subject	Textbooks and 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.		0.0 %
Mathematics	Curriculum development is ongoing and defined by the needs of the individual classroom.		0.0 %
Science	Curriculum development is ongoing and defined by the needs of the individual classroom.		0.0 %
History-Social Science	Curriculum development is ongoing and defined by the needs of the individual classroom.		0.0 %
Foreign Language	Curriculum development is ongoing and defined by the needs of the individual classroom.		0.0 %
Health	Curriculum development is ongoing and defined by the needs of the individual classroom.		0.0 %
Visual and Performing Arts	Curriculum development is ongoing and defined by the needs of the individual classroom.		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2019

School Facility Conditions and Planned Improvements

The CSAW board president and the Director work closely together to ensure the safety, cleanliness and adequacy of the school facility.

The facility is inspected regularly by our insurance company.

Two floors were replaced over the summer, as well as an addition to the office. We continue to develop long-term plans for the outdoor area, and will update the multi-purpose room in the summer of 2019.

Last updated: 1/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Several HVAC units were replaced last year.
Interior: Interior Surfaces	Good	Staff room to be painted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Good
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Last updated: 1/7/2019

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, which 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); and
- 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 Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	54.0%	30.0%	28.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	51.0%	22.0%	20.0%	37.0%	38.0%

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.

Last updated: 1/7/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	71	95.95%	53.52%
Male	41	39	95.12%	38.46%
Female	33	32	96.97%	71.88%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	47	45	95.74%	53.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	54	53	98.15%	50.94%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/7/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	71	95.95%	50.70%
Male	41	39	95.12%	56.41%
Female	33	32	96.97%	43.75%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	47	45	95.74%	51.11%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	54	53	98.15%	50.94%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 1/7/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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 on both assessments.

Last updated: 1/7/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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.

Last updated: 1/7/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

The Director meets with each family during the enrollment process and has an "open door" policy for parents. She facilitates parent meetings which cover a wide variety of topics, including volunteer opportunities. Parents are included in the Site Council and contribute ideas for the Wellness Policy and the Local Control and Accountability Plan.

In 2017-18, teachers invited parents to a "Back to School Night" in September, held parent/ teacher conferences in November, and had an "Open House" in May. Parents are welcomed in the classroom. Teachers meet regularly with parents to discuss concerns or hold Student Study Team meetings when appropriate. Parents are invited to weekly, school-wide "Community Gatherings" each Friday morning, as well as to student performances.

For native Spanish speaking families, teachers or the Director conduct meetings bilingually as needed or arrange for translation.

An informal, "For Parents, By Parents" meeting is held monthly. For more information on parent involvement opportunities, parents may contact the front office at 707-459-1400.

State Priority: Pupil Engagement

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

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

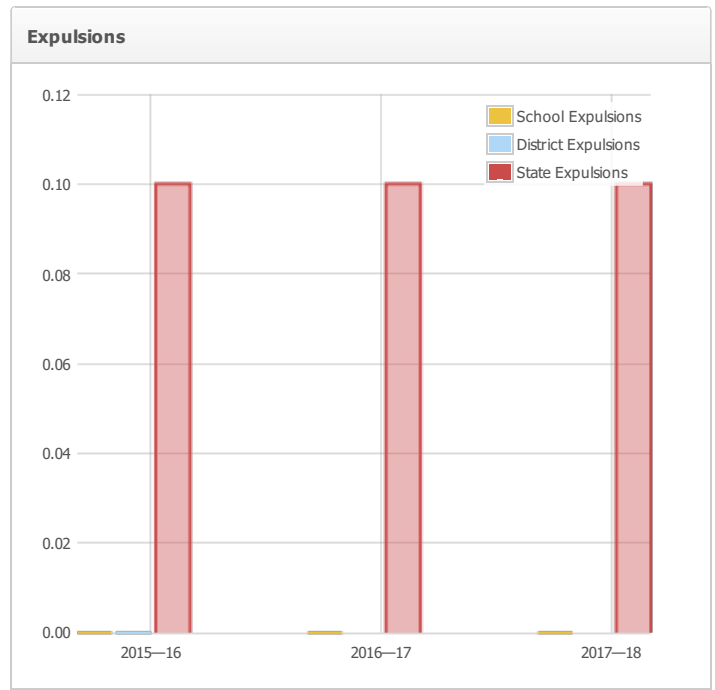
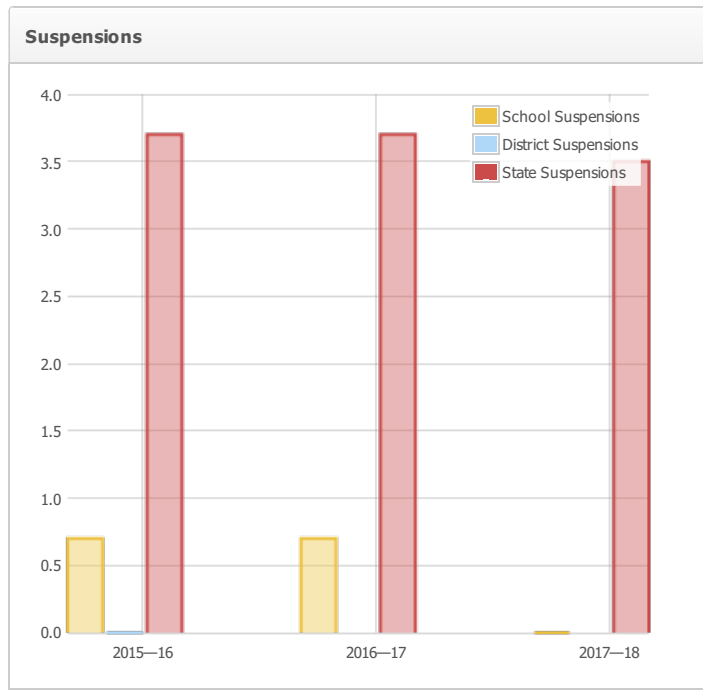
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.7%	0.7%	0.0%	--	--	--	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	--	--	--	0.1%	0.1%	0.1%



Last updated: 1/7/2019

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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	0	1	
1	22.0	0	1	
2	21.0	0	1	
3	22.0	0	1	
4	22.0	0	1	
5	21.0	0	1	
6		0		
Other**				

* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		1	
1	23.0		1	
2	22.0		1	
3	22.0		1	
4	22.0		1	
5	22.0		1	
6				
Other**	11.0	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 (Elementary) School Year (2017—18)

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	22.0		1	
2	23.0		1	
3	23.0		1	
4	24.0		1	
5	23.0		1	
6				
Other**	8.0	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.

Last updated: 1/7/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Expenditures Per Pupil Expenditures Per Pupil

Level	Total Expenditures Per Pupil	(Restricted)	(Unrestricted)	Average Teacher Salary
School Site	\$11606.0	\$1331.0	\$10275.0	\$45879.0
District	N/A	N/A	--	\$57386.0
Percent Difference – School Site and District	N/A	N/A	--	25.0%
State	N/A	N/A	\$7125.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	44.0%	39.0%

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

Last updated: 1/14/2019

Types of Services Funded (Fiscal Year 2017—18)

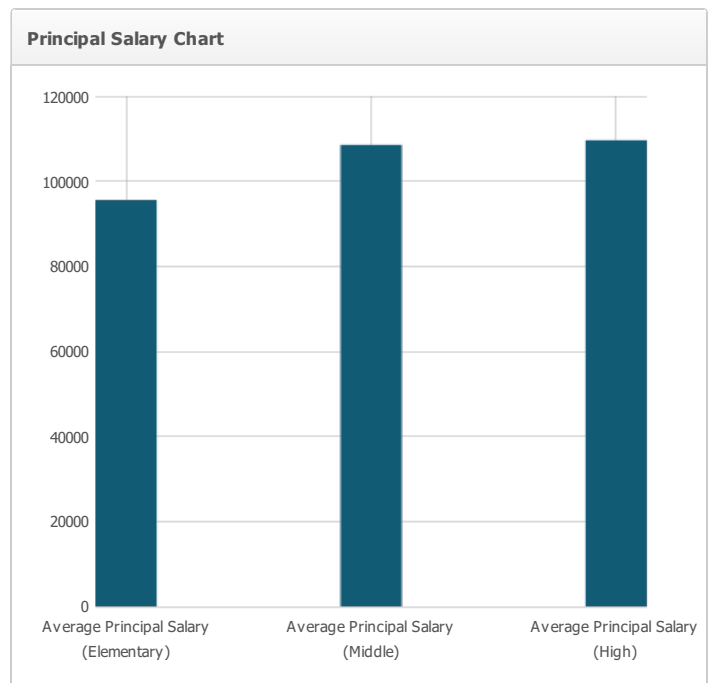
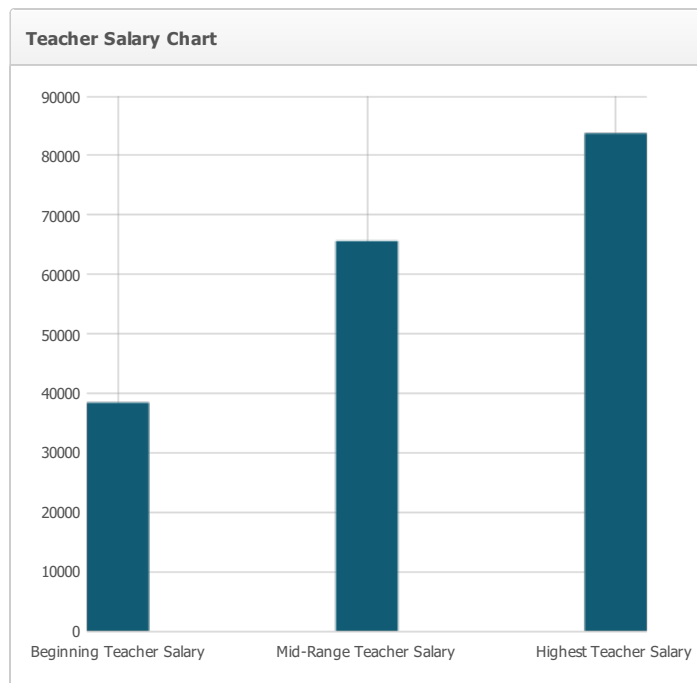
WECS offers a wide variety of programs and services to support and assist students. WECS offers a variety of afterschool clubs, as well as a traditional after school program. Clubs, which are free to all of our older students, include Dance, Guitar, Science, Math Support, Reading Support, Yearbook, Student Council, Sports Club and others. We have a quality after school program that includes a healthy snack, homework assistance, and engaging activities. We also offer a before school program to support working parents who need to drop students off early. The WECS Professional Learning Community meets regularly to help promote small group, leveled instruction and targeted supports for individual students.

Last updated: 1/14/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,432	\$42,990
Mid-Range Teacher Salary	\$65,623	\$61,614
Highest Teacher Salary	\$83,753	\$85,083
Average Principal Salary (Elementary)	\$95,559	\$100,802
Average Principal Salary (Middle)	\$108,533	\$105,404
Average Principal Salary (High)	\$109,625	\$106,243
Superintendent Salary	\$155,000	\$132,653
Percent of Budget for Teacher Salaries	29.0%	30.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/9/2019

Professional Development

Ten days are provided each year for teacher professional development, a full week before school begins, two days during the school year, and three days after the last day of school. Staff also receive professional development throughout the year during staff meetings and Professional Learning Community (PLC) meetings. Student achievement and behavior data is regularly used to determine the area of focus for upcoming trainings. Method of delivery vary, including sending teachers to conferences, inviting speakers to WECS and creating trainings in-house. Implementation is primarily driven and tracked through by the PLC as well as the school director.

Last updated: 1/14/2019