

# Willits Elementary Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.

# About This School

## Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Willits Unified
<b>Phone Number</b>	(707) 459-5314
<b>Superintendent</b>	Mark Westerburg
<b>E-mail Address</b>	<a href="mailto:markwesterburg@willitsunified.com">markwesterburg@willitsunified.com</a>
<b>Web Site</b>	<a href="http://www.willitsunified.net">www.willitsunified.net</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Willits Elementary Charter
<b>Street</b>	405 East Commercial St.
<b>City, State, Zip</b>	Willits, Ca, 95490-3007
<b>Phone Number</b>	707-459-1400
<b>Principal</b>	Kara McClellan, Director
<b>E-mail Address</b>	<a href="mailto:willitselementarycharter@gmail.com">willitselementarycharter@gmail.com</a>
<b>Web Site</b>	<a href="http://willitselementarycharter.com">http://willitselementarycharter.com</a>
<b>County-District-School (CDS) Code</b>	23656230125658

*Last updated: 1/12/2017*

## School Description and Mission Statement (School Year 2016-17)

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, sculpture, painting, crafts, handiwork, and 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.

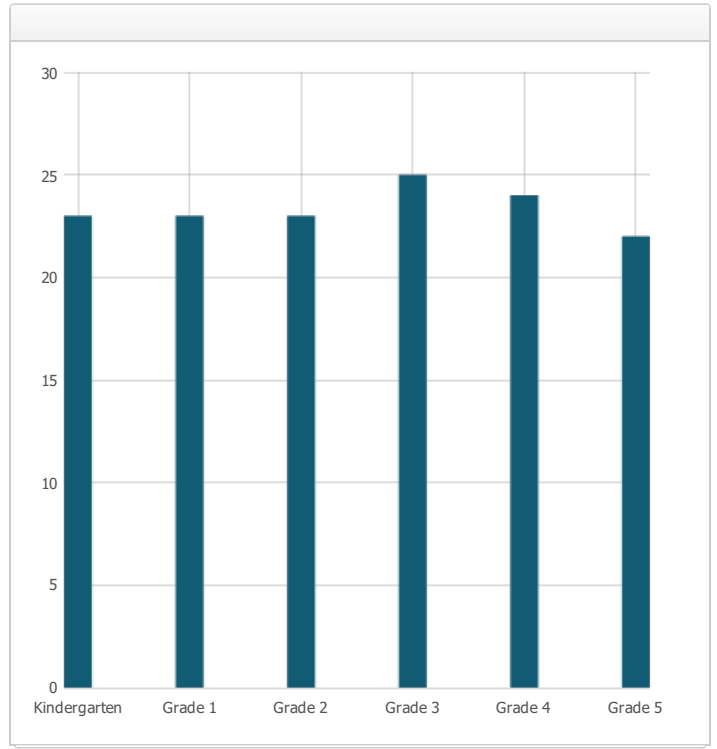
Spanish is the primary language of focus of instruction because we believe that fluency in Spanish is essential for success in the changing demographics of California. Other languages will be brought into the classroom when appropriate to the cultural heritage of the student body or topics of study.

Our charter 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: 1/12/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	23
Grade 1	23
Grade 2	23
Grade 3	25
Grade 4	24
Grade 5	22
<b>Total Enrollment</b>	<b>140</b>



*Last updated: 1/11/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	12.9 %
Asian	0.7 %
Filipino	1.4 %
Hispanic or Latino	15.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	81.4 %
Two or More Races	0.7 %
Other	-14.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.3 %
English Learners	7.9 %
Students with Disabilities	9.3 %
Foster Youth	1.4 %

*Last updated: 1/11/2017*

## A. Conditions of Learning

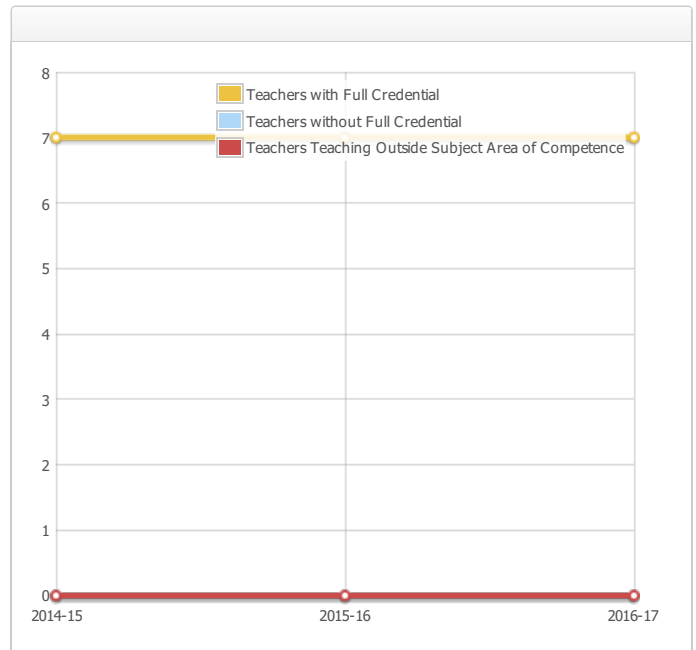
### State Priority: Basic

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

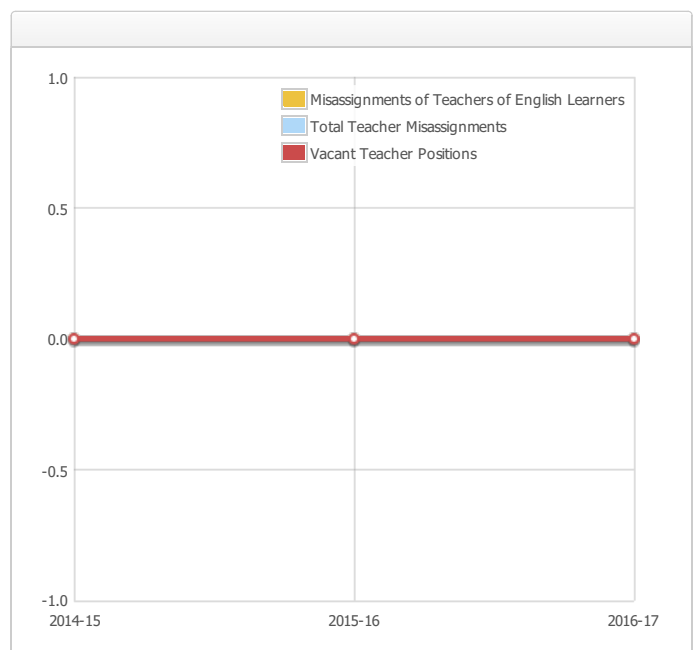
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	7	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/11/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/11/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	0.0%	0.0%

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

*Last updated: 1/12/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: August 2016

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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: 1/12/2017*

## 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.

One roof was recently repaired and one more roof is scheduled to be repaired shortly; two floors were replaced over the summer. We continue to develop long-term plans for the outdoor area, including several arbors.

*Last updated: 1/12/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC unit scheduled to be replaced this month. Hot water heater replaced in MPR in August.
Interior: Interior Surfaces	Good	Flooring replaced in two classrooms in July.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Regular fire drills and extinguishers checked monthly. Alarm company monitors regularly.
Structural: Structural Damage, Roofs	Good	One roof was replaced last summer. Another will be replaced in the next two months.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Fence rebuilt in December. Additional playground equipment and arbors scheduled for the coming summer.

## Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Good
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*Last updated: 1/12/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	52.0%	26.0%	31.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	37.0%	23.0%	19.0%	21.0%	34.0%	36.0%

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.

*Last updated: 1/23/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	23	22	95.7%	40.9%
Male	11	10	90.9%	40.0%
Female	12	12	100.0%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	18	18	100.0%	44.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.4%	35.3%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/26/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	23	22	95.7%	59.1%
Male	11	11	100.0%	45.5%
Female	12	11	91.7%	72.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	16	88.9%	43.8%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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: 1/26/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	22	21	95.5%	57.1%
Male	11	11	100.0%	54.6%
Female	11	10	90.9%	60.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	87.5%	64.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	70.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/26/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	22	95.7%	31.8%
Male	11	10	90.9%	40.0%
Female	12	12	100.0%	25.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	18	90.0%	38.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.4%	23.5%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/26/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	23	22	95.7%	13.6%
Male	11	11	100.0%	9.1%
Female	12	11	91.7%	18.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	13.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	16	88.9%	6.3%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/26/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	22	21	95.5%	23.8%
Male	11	11	100.0%	27.3%
Female	11	10	90.9%	20.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	14	87.5%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	30.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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: 1/26/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	59.0%	66.0%	86.0%	47.0%	45.0%	42.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

*Last updated: 1/23/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	22	21	95.5%	85.7%
Male	11	11	100.0%	81.8%
Female	11	10	90.9%	90.0%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	16	14	87.5%	85.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	90.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

*Last updated: 1/26/2017*

# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	20.0%	35.0%

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.

*Last updated: 1/26/2017*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

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WECS strongly encourages parental involvement. Parents and the public are invited to the *Charter School Association of Willits* board meetings the 1st Tuesday of each month at 4 p.m. 1431 S. Main St., Willits. Please contact your student's teacher or the office for more information at (707) 459-1400.

### State Priority: Pupil Engagement

*Last updated: 1/23/2017*

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

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



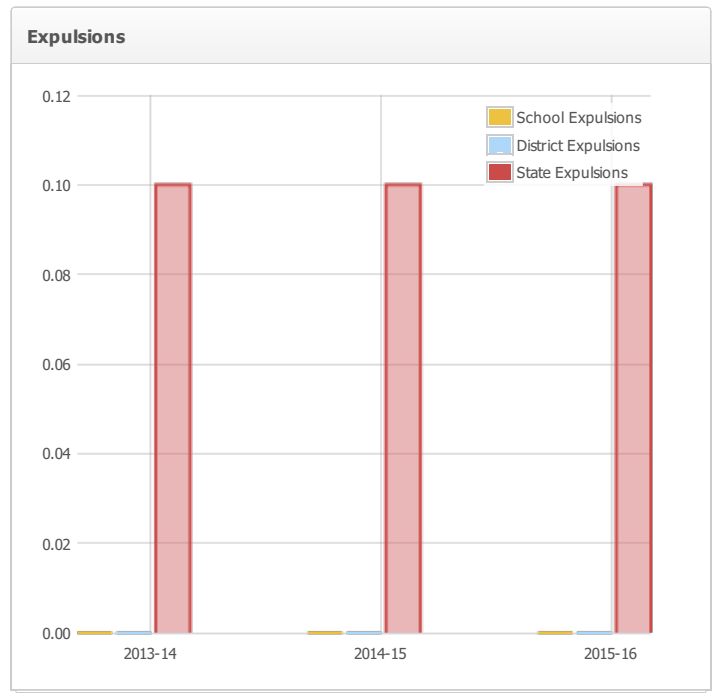
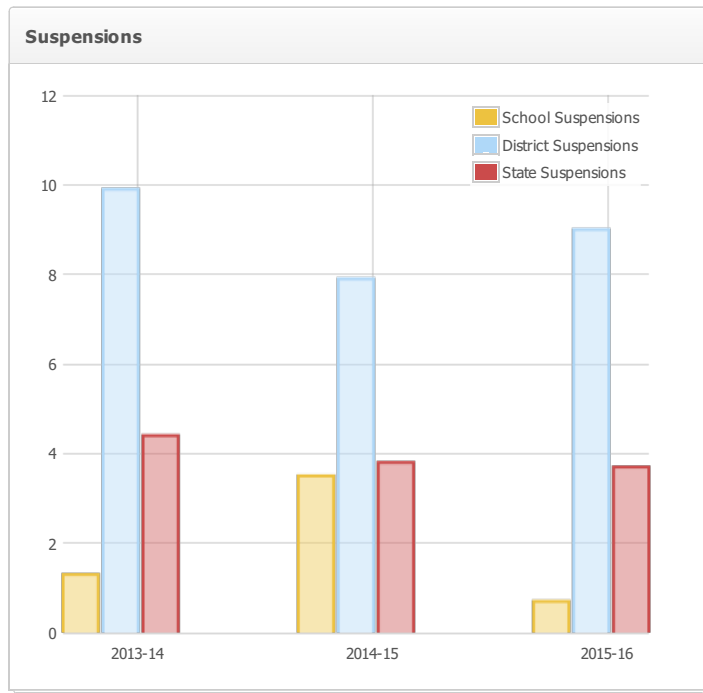
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.3	3.5	0.7	9.9	7.9	9.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/23/2017

## School Safety Plan (School Year 2016-17)

### WECS Emergency Situations and Action Procedures

WECS has an "Emergency Situations and Action Procedures" plan posted in each building. All staff members have received training on this plan and we hold regular fire and earthquake drills with students. The plan includes procedures in the event of: Fire, Civil Disturbance / Marauder, Flood, Explosion/Bomb Threat, Earthquake and Chemical/Hazardous Material Spill.

This plan is reviewed monthly and discussed in depth each August during staff training, it was last formally reviewed in August of 2016

WECS playground and buildings are inspected by our insurer for safety. The WECS playground has been certified. Our lunchroom is inspected by Environmental Health semi-annually.

Last updated: 1/23/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/23/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	1	0	22.0	0	1	0	22.0	0	1	0
1	22.0	0	1	0	22.0	0	1	0	22.0	0	1	0
2	22.0	0	1	0	22.0	0	1	0	22.0	0	1	0
3	22.0	0	1	0	22.0	0	1	0	22.0	0	1	0
4	22.0	0	1	0	22.0	0	1	0	22.0	0	1	0
5	22.0	0	1	0	22.0	0	1	0	22.0	0	1	0
6	0.0	0	0	0	0.0	0	0	0	22.0	0	0	0
Other	8.0	0	0	0	10.0	1	0	0	10.0	1	0	0

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

Last updated: 1/23/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8002.0	\$1654.0	\$6349.0	\$37529.0
District	N/A	N/A	\$0.0	\$55051.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	N/A	N/A	--	31.0%

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

Last updated: 1/23/2017

## **Types of Services Funded (Fiscal Year 2015-16)**

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We are committed to differentiating instruction in the classroom, have a vibrant afterschool program, and a low adult to student ratio. We offer small group and one-on-one support in class, with our skills trainer and in our after-school academic support program.

*Last updated: 1/23/2017*

## Professional Development

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WEC offers a rich array of professional development opportunities for staff. These include conferences through the Charter School Development Center and the Charter School Association, the Mendocino County Office of Education and others. The Director also provides regular staff trainings at weekly meetings and during the nine teacher work days each year. Areas of focus include the project approach, inquiry based learning, student safety, Common Core, and more. Staff are supported by and participate in BTSA, have a vibrant PLC, reflect regularly with colleagues and administration, and use student performance data.

*Last updated: 1/17/2017*