

Robbins Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address: 17451 Pepper St.
Robbins, CA , 95676-9999

Principal: Dawn Carl, Superintendent

Phone: (530) 738-4386

Grade Span: K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Dawn Carl, Superintendent

📍 Principal, Robbins Elementary

About Our School

Dear Winship-Robbins School District Students and Families-

Our school and community continue to pull together to provide the best education and resources to our students and their families.

We have five para educators that provide support in the areas of classroom instruction and the supervision of students during recess and lunches when students are on campus.

Our preschool teachers work closely with our kindergarten teacher to provide a quality preschool education for all families. We have restructured our funding to enable more students to attend the Robbins School Preschool.

Building meaningful relationships among the entire school staff, students, families and the community continues to be a focus. I believe open communication is very important in a school and for this reason, I will always encourage you to reach out to your child's teacher, to a member of the office staff or to myself with any questions you may have. Robbins students will continue to thrive and succeed.

Contact

Robbins Elementary
17451 Pepper St.
Robbins, CA 95676-9999

Phone: (530) 738-4386
Email: dawnc@sutter.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Winship-Robbins
Phone Number	(530) 738-4386
Superintendent	Carl, Dawn
Email Address	dawnc@sutter.k12.ca.us
Website	http://winship-robbins.sutter.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	Robbins Elementary
Street	17451 Pepper St.
City, State, Zip	Robbins, CA , 95676-9999
Phone Number	(530) 738-4386
Principal	Dawn Carl, Superintendent
Email Address	dawnc@sutter.k12.ca.us
Website	http://winship-robbins.sutter.k12.ca.us
County-District-School (CDS) Code	51714566053433

Last updated: 12/11/23

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

Winship-Robbins Elementary School District was formed in July 2005 when Robbins Elementary, a part of Yuba City Unified School District, joined Winship Elementary. Winship had been a one-school district in Sutter County since 1863 and Robbins School dates back to 1927. The reorganization of the two small schools into one district combined resources and strengthened the programs and services available to students. In 2016, Winship

became an independent charter school authorized by the district, closing in June 2022. Robbins School, the only school in the district, is a small, rural school in the center of the Sutter Basin, in southern Sutter County. Known for its community involvement and warm, neighborly atmosphere, Robbins School strives for academic excellence through high expectations and strict compliance with the California Standards. Our staff provides students with a positive, safe educational experience that enables our students to attain his or her potential.

Mission

We empower students to succeed by providing opportunities for growth and achievement through hard work, morals, and respect.

Vision

Every student will succeed academically (at or above standards), socially (participate in activities), and civically (be a role model).

Core Values

Honorable* Accountable* Respectful* Hardworking*

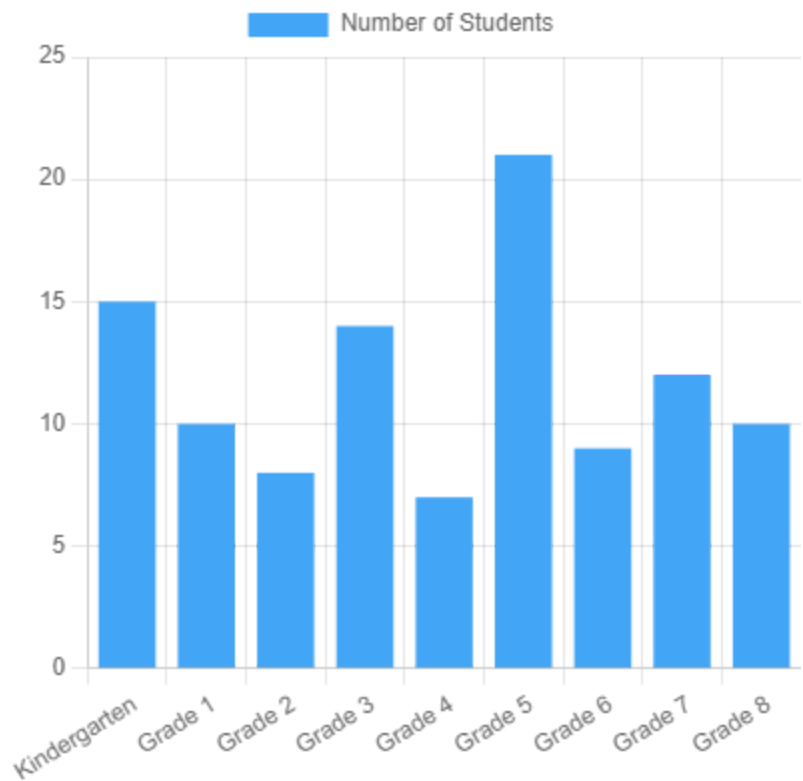
The Winship-Robbins Elementary School District serves students in transitional kindergarten (TK) through 8th grade. To support our English learner community, the district offers an early education program including TK for all 4-year-olds and all-day preschool for children ages two and a half to four. Our population of 105 students is 40% English learners (EL), 80% of our students are low-income, and 50% of our students are inter-district transfers. Our staff members who directly affect student achievement include a superintendent/principal, eight teachers, one preschool teacher, six paraprofessionals, and one technology expert. There is a dedicated team of classified staff members who support all functions of the school district. The district authorizes one charter school.

Our rural atmosphere and old-fashioned family values are a rarity in this era, and we are proud to say that our school offers sound educational teaching along with a good dose of character.

Last updated: 12/11/23

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

Grade Level	Number of Students
Kindergarten	15
Grade 1	10
Grade 2	8
Grade 3	14
Grade 4	7
Grade 5	21
Grade 6	9
Grade 7	12
Grade 8	10
Total Enrollment	106



Last updated: 12/11/23

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

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	49.10%	English Learners	40.60%
Male	50.90%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.00%	Migrant	8.50%
		Socioeconomically	82.10%

Student Group	Percent of Total Enrollment
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	84.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.90%
White	14.20%

Student Group (Other)	Percent of Total Enrollment
Disadvantaged	
Students with Disabilities	8.50%

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)	6.00	100.00%	34.20	59.73%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.10	0.30%	11216.70	4.08%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	20.10	35.10%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	2.70	4.86%	18854.30	6.86%
Total Teaching Positions	6.00	100.00%	57.20	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

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)	6.40	86.65%	53.50	58.62%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	13.35%	1.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out- of-Field ("out-of-field" under ESSA)	0.00	0.00%	36.40	39.97%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	0.00	0.00%	15831.90	5.67%
Total Teaching Positions	7.40	100.00%	91.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/8/24

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

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

Last updated: 11/2/23

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

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

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

Last updated: 11/2/23

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Wonders (TK-6) Houghton Mifflin/Study Sync (7-8)?	Yes	0
Mathematics	Engage NY (TK-5) College Preparatory Math (CPM) (6-8)	Yes	0
Science	Next Generation Science Standards (K-8) TCI (3-8) Scholastic Science (TK-2)	Yes	0
History-Social Science	Macmillan/McGraw-Hill (K-5) National geographic (6-8)	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts	?Art in Action (TK-8)?	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 12/11/23

School Facility Conditions and Planned Improvements

W-RESD received an exemplary score on the Facilities Inspection Tool (FIT) and made many improvements to the campus. Of these improvements were improving the conditions of the soccer/football field, tennis courts, concrete sidewalks and fencing surrounding the campus. We added additional portable classrooms to keep class sizes small and made the necessary improvements to those.

Last updated: 12/11/23

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 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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: September 2023

Overall Rating	Exemplary
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Last updated: 12/11/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students**Grades Three through Eight and Grade Eleven taking and completed state-administered assessment****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	23%	34%	23%	34%	47%	46%
Mathematics (grades 3-8 and 11)	23%	26%	23%	26%	33%	34%

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 Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/8/24***CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment****Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00%	0.00%	33.82%
Female	34	34	100.00%	0.00%	47.05%
Male	34	34	100.00%	0.00%	20.59%
American Indian or Alaska Native	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	58	58	100.00%	0.00%	31.03%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00%	0.00%	5.88%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	54	54	100.00%	0.00%	31.49%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/24

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	68	100.00%	0.00%	26.47%
Female	34	34	100.00%	0.00%	23.53%
Male	34	34	100.00%	0.00%	29.41%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	58	58	100.00%	0.00%	24.14%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
English Learners	17	17	100.00%	0.00%	11.76%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	54	54	100.00%	0.00%	22.22%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/24

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

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	20.83%	7.14%	20.83%	7.14%	29.47%	30.29%

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/6/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	28	28	100.00%	0.00%	7.14%
Female	16	16	100.00%	0.00%	12.50%
Male	12	12	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	27	27	100.00%	0.00%	3.70%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	22	22	100.00%	0.00%	0.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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

Last updated: 1/6/24

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Percentage of Students Participating in each of the five Fitness Components

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

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

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

Last updated: 12/11/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2023–24)

The WRES D believes that the school, parents, and students share the responsibility for improved student academic achievement and each group is important to our school community. Parents are encouraged to be involved in their child's educational process through participation in School Site Council/LCAP Advisory, ELAC/DELAC, Parents' Club, and the Board of Trustees. The School Site Council has developed and regularly reviews the parent and family engagement policy in the form of a School-Family Compact outlining our shared responsibilities. This policy is based on Board Policy and Administrative Regulations and is distributed annually to all parents and guardians at the beginning of each new school year or upon enrollment. To encourage participation in these and other decision making opportunities, notices are sent through the Parent Square phone messenger service, email and paper. We make every attempt to provide communications in the home language.

Our Parent's Club helps in the following activities throughout the year: Back to School Night, Harvest Carnival, Patriots Day Celebration, Red Ribbon Week, Pancake Breakfast, Winter Program, Science Night, Open House, Read Across America, Hispanic Day, Picnic Day.

State Priority: Pupil Engagement

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

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

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	107	106	18	17.0%
Female	53	52	8	15.4%
Male	54	54	10	18.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	89	89	13	14.6%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	2	2	1	50.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
White	16	15	4	26.7%
English Learners	43	43	5	11.6%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	87	87	14	16.1%
Students Receiving Migrant Education Services	9	9	0	0.0%
Students with Disabilities	11	11	1	9.1%

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

Last updated: 1/6/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	2.24%	1.63%	2.80%	0.21%	0.08%	0.15%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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

Last updated: 1/6/24

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.80%	0.00%
Female	3.77%	0.00%
Male	1.85%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.37%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.65%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.45%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	9.09%	0.00%

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

Last updated: 1/6/24

School Safety Plan (School Year 2023–24)

The school comprehensive safety plan is due every year by March 1st, WRES D works with educational partners to examine and adjust the plan each spring in preparation for approval by the Board of Trustees.

Key elements of the plan focus on the maintenance of a safe and secure campus for students and staff. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and site earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster, fire, disaster drills, and active shooter training are conducted throughout the school year. Students are supervised during lunch and recess by the paraeducators. There is a designed area for student drop off and pickup. All visitors are required to check in at the office and sign a visitor log. The entire School Safety Plan can be found on the district web site.

The Comprehensive Safety Plan was approved: September 13, 2023

Last updated: 11/22/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	2	0	0
1	12.00	1	0	0
2	10.00	1	0	0
3	19.00	1	0	0
4	12.00	1	0	0
5	14.00	1	0	0
6	7.00	1	0	0
Other**	0.00	0	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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7.00	2	0	0
1	9.00	1	0	0
2	10.00	1	0	0
3	9.00	1	0	0
4	19.00	1	0	0
5	10.00	1	0	0
6	14.00	1	0	0
Other**	0.00	0	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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	8.00	2	0	0
1	10.00	1	0	0
2	8.00	1	0	0
3	14.00	1	0	0
4	7.00	1	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	21.00	0	1	0
6	9.00	1	0	0
Other**	0.00	0	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.

Student Support Services Staff (School Year 2022–23)

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

Last updated: 1/6/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23030.03	\$9656.84	\$13366.19	\$46189.43
District	N/A	N/A	\$13366.19	\$46189.43
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$7606.62	\$75753.00
Percent Difference – School Site and State	N/A	N/A	43.00%	39.00%

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

Last updated: 12/11/23

Types of Services Funded (Fiscal Year 2022–23)

These programs and Supplemental Educational Services (SES) are provided at the school through the following to assist students:

LCFF

Title I

Title II

Title III

Title IV

Gifted and Talented Education (GATE) (funds are flexed into General Fund)

Class Size Reduction

REAP

E-Rate

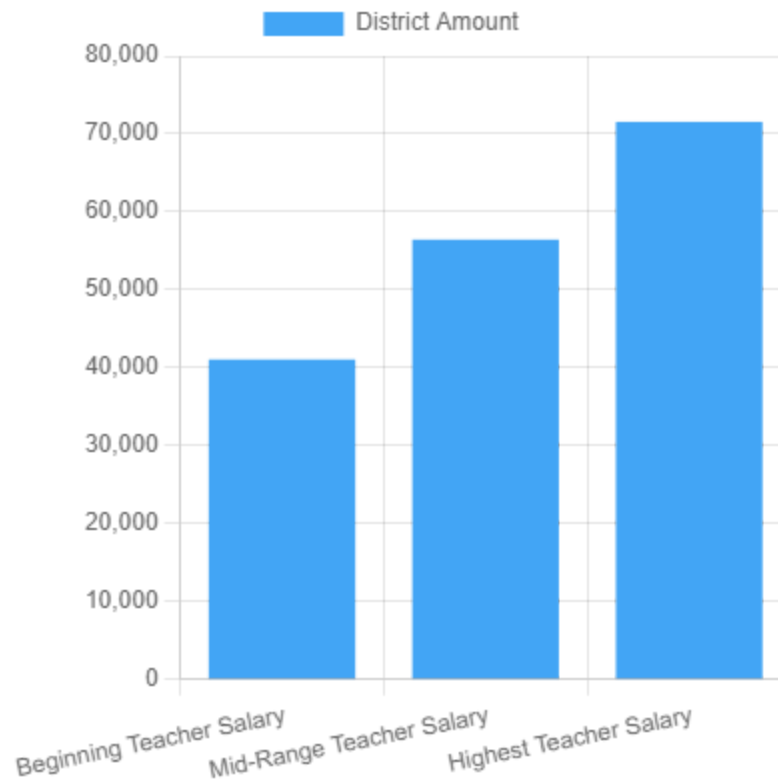
Last updated: 1/5/24

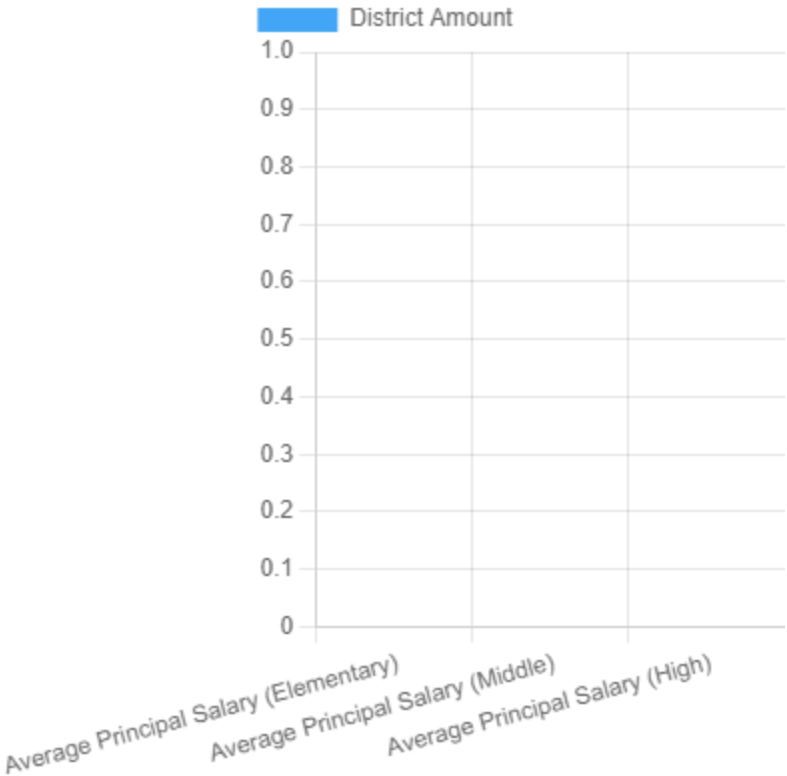
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41060.00	\$48480.69
Mid-Range Teacher Salary	\$56440.00	\$73129.10
Highest Teacher Salary	\$71546.00	\$99406.48
Average Principal Salary (Elementary)	\$0.00	\$117381.01
Average Principal Salary (Middle)	\$0.00	\$128157.93
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$130979.00	\$138991.00
Percent of Budget for Teacher Salaries	17.60%	29.34%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.30%	5.99%

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





Last updated: 1/4/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	19	37	37

Last updated: 12/13/23