

# Whitmore Elementary School

30611 Whitmore Road Whitmore, CA 96096 ▪ [www.wujesd.org](http://www.wujesd.org)  
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Grades K-8 ▪ CDS Code [www.wujesd.org](http://www.wujesd.org)



## Whitmore Union Elementary School District

30611 Whitmore Road Whitmore, CA 96096 ▪ (530) 472-3243 ▪ [www.wujesd.org](http://www.wujesd.org)

## Principal's Message

Whitmore Elementary School is nestled in a rural community approximately 28 miles east of Redding. Our enrollment of 64 students encompasses grades K-8 and a K-8 Home School-Independent Study Program. Whitmore Elementary School offers a curriculum meeting all state standards and evidence-based supplemental programs for both reading and mathematics. There are two full-time credentialed teachers and one part-time credentialed teacher on site, along with two part-time paraeducators. This ensures that a small student-to-adult ratio exists in the classrooms throughout the day, thus enhancing the amount of learning and positive student outcomes. Additionally, there are two full-time credentialed teachers and one part-time credentialed teacher for the independent study program. The teachers offer personalized and differentiated instruction to meet all student needs. Students in grades K-8 have in-class access to Chromebooks with high-speed internet, along with interactive curriculum and online reading programs. A reading intervention program is offered throughout the day to ensure that all students are reading at grade level or above. The campus includes a library, garden, playground, basketball court and athletic field as well as two newly remodeled classrooms, all situated in a beautiful grove of tall pine trees. The administration and staff strive to provide opportunities to enable and encourage our students to become productive members of society. Whitmore's community support is phenomenal. The Whitmore general store, community center, volunteer fire company, and the many small businesses in the area have all supported, purchased or provided items for our students. We continue to reflect and adjust our protocols, programs and instruction to meet the needs of our students, both onsite and through our homeschool program. We are proud of our staff and the overall positive impact they have with our students.

At Whitmore Elementary School, each student is appreciated as an individual. Our mission is to develop well rounded, confident and responsible individuals who aspire to reach their full potential. We do this by providing a welcoming, safe, and supportive learning environment in which everyone is equal and achievements are celebrated. We provide a safe and positive environment where every student is welcomed and encouraged to develop their own personal love for learning. We believe every child will learn when provided with a stimulating opportunity and caring staff that utilize successful practices. In addition to a rigorous curriculum, students are provided with extra support whenever needed to ensure their success, including an afterschool and summer program. We always put kids first and are committed to educating the whole child. Everyone works together to engage and motivate our students. Our warm and nurturing environment encourages students to be individuals that think, solve problems and are responsible and respectful while pursuing their interests. These are traits that will be necessary for success in the 21st century. We are community-centered—everyone's participation is important to our success!

## Core Values

### Core Values

The following core values are the guiding principles for Whitmore Elementary School. They represent what we value for our school community. They are a written expression of what is deep and enduring in our school system—what we believe in and live by:

- We will appreciate each student as an individual and educate him or her as such
- We will continually pursue excellence in our students and our staff
- We will teach grade-level curriculum daily to every student at their ability level
- We will always provide extra support to children believing that all students can learn and succeed
- We will continuously self-evaluate and improve
- We will model respect for self, respect for others and responsibility for all our actions
- We will maintain a quality environment and safe school facility
- We will be community centered where everyone's participation is important to our success

## Parental Involvement

The Community Parent Club has been revitalized. They host an outdoor Trunk 'n Treat event or equivalent. Our parents are strongly encouraged to participate in all activities at the school. Community Parent Club has members who have crossed over into the School Site Council. This gives our school well informed parents. The administration has an open-door policy, which hopefully encourages parents to discuss openly any issues that may concern them. To further enhance our open-door policy, the administration has encouraged parent and community groups, such as quilting and gardening clubs, to make use of the facilities.

For more information on how to become involved at the school, contact the Whitmore Community Parent Club at (530) 472-3243.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## School Mission Statement

Our mission is to develop well rounded, confident and responsible individuals who aspire to reach their full potential. We do this by providing a welcoming, safe, and supportive learning environment in which everyone is equal and achievements are celebrated.

## School Vision Statement

Empowering students  
Embracing learning  
Exploring potential

## Governing Board

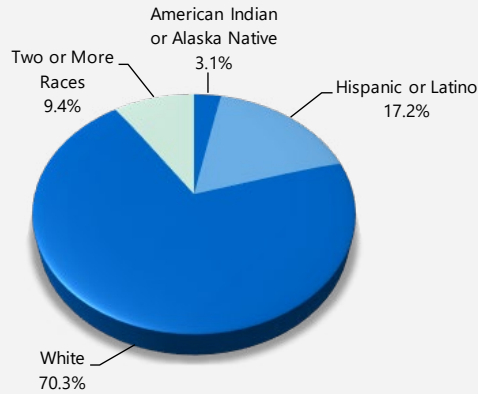
Hal Williams, President  
Shelley Case, Clerk  
Deborah Pulcini, Member



## Enrollment by Student Group

The total enrollment at the school was 64 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

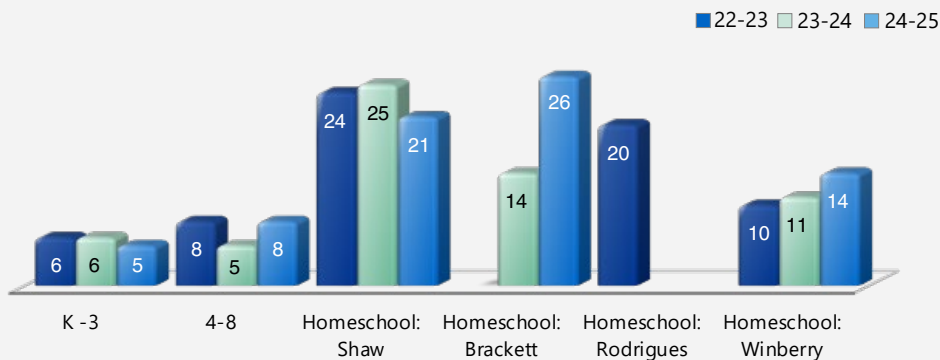
### Demographics (2024-25 School Year)



## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Average Class Size (Three-Year Data)



### Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K -3	1			1			1		
4-8	1			1			1		
Homeschool: Shaw	★	★	★	★	★	★	★	★	★
Homeschool: Rodrigues	★	★	★	★	★	★	★	★	★
Homeschool: Brackett	★	★	★	★	★	★	★	★	★
Homeschool: Winberry	★	★	★	★	★	★	★	★	★

★ Classrooms do not apply to the homeschool program.

## Enrollment by Student Group

### Demographics

#### 2024-25 School Year

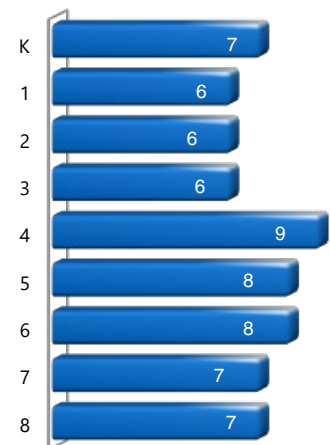
Female	43.80%
Male	56.30%
Non-Binary	0.00%
English Learners	1.60%
Foster Youth	1.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	34.40%
Students with Disabilities	10.90%



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

### Enrollment by Grade





## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspension and Expulsion Rates (Three-Year Data)

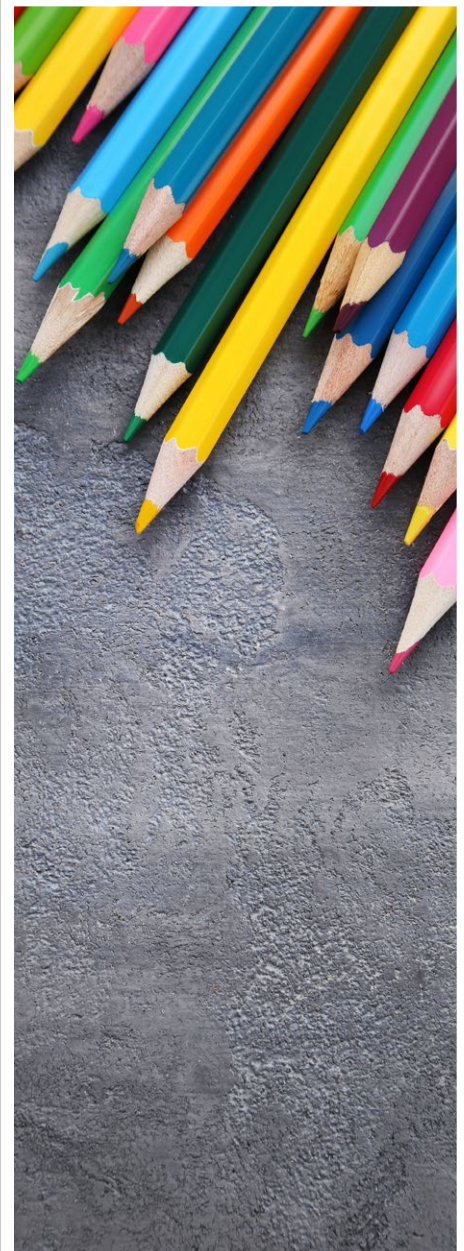
	Whitmore ES			Whitmore Union ESD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	0.00%	0.00%	4.10%	0.00%	0.00%	4.10%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*"Our warm and nurturing environment encourages students to be individuals that think, solve problems and are responsible and respectful while pursuing their interests."*

## Suspensions and Expulsions by Student Group

### Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.10%	0.00%
<b>Female</b>	5.70%	0.00%
<b>Male</b>	2.60%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	0.00%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	0.00%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	0.00%	0.00%
<b>White</b>	1.90%	0.00%
<b>English Learners</b>	0.00%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	0.00%	0.00%
<b>Socioeconomically Disadvantaged</b>	3.10%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	0.00%	0.00%



## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

### California Physical Fitness Test (2024-25 School Year)

#### 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	❖	❖	❖	❖	❖
7	❖	❖	❖	❖	❖

## Chronic Absenteeism by Student Group

### Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	73	71	1	1.40%
Female	35	33	1	3.00%
Male	38	38	0	0.00%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	12	12	0	0.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖
White	53	51	1	2.00%
English Learners	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	32	30	1	3.30%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

## Types of Services Funded

The following are types of services funded at Whitmore Elementary School.

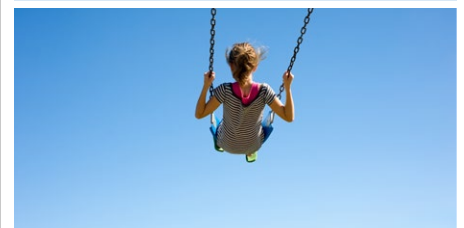
- Title I

## Professional Development

### Professional Development Days

#### Number of school days dedicated to staff development and continuous improvement

2023-24	2
2024-25	2
2025-26	3



## 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.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



## CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Whitmore ES		Whitmore Union ESD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	❖	❖	❖	❖	30.73%	32.33%

## CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Whitmore ES		Whitmore Union ESD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	38%	❖	38%	❖	46%	48%
Mathematics	13%	❖	13%	❖	34%	37%

## CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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

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

## CAASPP Test Results by Student Group: Science (grades 5 and 8)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	15	2	13.33%	86.67%	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	11	0	0.00%	100.00%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	❖	❖	❖	❖	❖
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.





## CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	44	7	15.91%	84.09%	❖
Female	21	4	19.05%	80.95%	❖
Male	23	3	13.04%	86.96%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	33	4	12.12%	87.88%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	13	3	23.08%	76.92%	❖
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.





## CAASPP Test Results by Student Group: Mathematics (grades 3-8)

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	44	7	15.91%	84.09%	❖
Female	21	4	19.05%	80.95%	❖
Male	23	3	13.04%	86.96%	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	33	4	12.12%	87.88%	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	13	3	23.08%	76.92%	❖
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## Textbooks and Instructional Materials

Whitmore Elementary School uses the currently approved curriculum recommended by the California State Board of Education and adopted by the Whitmore Board of Trustees. The current selection for math was adopted in 2014-15 school year, and each student has a textbook that corresponds with the new math program.

Every student, including English learners, of which we have none, has access to their own textbooks and instructional materials to use in class and to take home. An updated science curriculum, StemScopes, was purchased for grades 6-8. Whitmore also purchased additional interactive workbooks and textbooks for social studies called My World. In addition, a newer and updated English language arts (ELA) curriculum as purchased for grades K-8. Wonders was purchased for K-5 and StudySync was purchased for grades 6-8. Whitmore is planning a new pilot math program for use in 2026-27.

### Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Read Naturally, Renaissance Place, ESGI, Dibels, Houghton Mifflin (K-8)	2017
Reading/language arts	Wonders (K-5)	2017
Reading/language arts	StudySync (6-8)	2017
Mathematics	Go Math!, Houghton Mifflin (K-6)	2014
Science	California Science-based, Twig	2020
Science	StemScopes (6-8)	2020
History/social science	California History, My World; Pearson	2019

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2025-26 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2025-26 School Year

Data collection date	9/10/2025
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## Public 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.



## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)	
Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	11/17/2025

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
<b>Systems</b>	One broken window in cafeteria. Window will be replaced during hallway renovation.

## School Safety

Whitmore Elementary School has a school safety plan developed by staff, administration and parents that is approved by the School Site Council and board of trustees. Regularly scheduled fire drills are held monthly, with earthquake and intruder-on-campus evacuation drills held quarterly to ensure that all staff members and students are familiar with and ready to carry out all emergency procedures should it be necessary to do so. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2026.



## School Facilities

In 1953, the Whitmore Elementary School was built on its current site. The original school is now referred to as the Weir Building and houses the kitchen, cafeteria, conference room, staff room and the business offices. Two additional classrooms were added in 1965, and the K-4 and 5-8 classes meet there now. Both rooms were completely remodeled during the 2022-23 school year. New cabinets, walls, insulation and technology were added. Two portable buildings were placed on the campus in 1990. The science classes and after school program use one. The second is used as a meeting room for the home-school program staff. This portable houses all the curriculum for the homeschool program and shares half of the building with music classes, held twice a week. Each student has a computer for their use to complete assignments or do research using the internet. All the restrooms were completely refurbished in 2007. Each classroom has a small library for student use. The cafeteria (a multipurpose facility) is equipped for all-weather dining, the kitchen has been renovated with new cabinets, stainless steel counters, new appliances and lighting. Students participate in recess and lunchtime activities, which take place on a large grassy athletic field, an asphalted area for tetherball and jump rope, a pickle ball court and a woodchip-cushioned primary play area, which includes an assortment of playground equipment and swings.

The kindergarten playground is completely fenced. The facilities at Whitmore School are well maintained.

The school garden has been improved. The garden now has a shed for supplies, a green house, a fenced area for the chickens with a coop, and more than 10 above-ground vegetable beds with an automated watering system. To get to the garden, you must walk through the "Rock Garden." The other half of the previous basketball court now features two concrete tables and landscaped walking paths for quiet times. Each of these areas are landscaped with deer-resistant plants and bushes.



*"At Whitmore Elementary School, each student is appreciated as an individual."*

## Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.0	100.0%	5.3	36.2%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	9.1	61.6%	11,953.1	4.3%
<b>Unknown</b>	0.0	0.0%	0.3	2.2%	15,831.9	5.7%
<b>Total Teaching Positions</b>	2.0	100.0%	14.7	100.0%	279,044.8	100.0%

### Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.9	59.9%	2.9	59.9%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.0	20.0%	1.0	20.0%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.0	0.0%	11,746.9	4.2%
<b>Unknown</b>	1.0	20.0%	1.0	20.0%	14,303.8	5.2%
<b>Total Teaching Positions</b>	4.9	100.0%	4.9	100.0%	277,697.8	100.0%

### Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.0	75.0%	3.0	75.0%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	0.0	0.0%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.0	25.0%	1.0	25.0%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	0.0	0.0%	12,112.8	4.3%
<b>Unknown</b>	0.0	0.0%	0.0	0.0%	13,705.8	4.9%
<b>Total Teaching Positions</b>	4.0	100.0%	4.0	100.0%	278,927.1	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	1.0
Misassignments	0.0	1.0	0.0
Vacant Positions	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0	1.0	1.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
<b>Total Out-of-Field Teachers</b>	0.0	0.0	0.0

## Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Ratio of Pupils to Academic Counselors and School Support Staff Data

#### 2024-25 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.30
Social worker	0.00
Nurse	0.10
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.20
✧ Not applicable.	

## Financial Data

The financial data displayed in this SARC is from the 2023-24 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data (2023-24 Fiscal Year)		
	Whitmore Union ESD	Similar Sized District
<b>Beginning teacher salary</b>	\$40,469	\$55,247
<b>Midrange teacher salary</b>	\$63,103	\$80,745
<b>Highest teacher salary</b>	\$78,134	\$109,655
<b>Average elementary school principal salary</b>	✱	\$133,828
<b>Superintendent salary</b>	\$115,202	\$155,953
<b>Teacher salaries: percentage of budget</b>	19.09%	25.26%
<b>Administrative salaries: percentage of budget</b>	4.60%	6.12%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Whitmore ES</b>	\$11,947	\$47,946
<b>Whitmore Union ESD</b>	\$11,947	\$47,946
<b>California</b>	\$11,146	\$85,291
<b>School and district: percentage difference</b>	◆	◆
<b>School and California: percentage difference</b>	+7.2%	-43.8%

✱ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2023-24 Fiscal Year	
<b>Total expenditures per pupil</b>	\$18,387
<b>Expenditures per pupil from restricted sources</b>	\$6,440
<b>Expenditures per pupil from unrestricted sources</b>	\$11,947
<b>Annual average teacher salary</b>	\$47,946



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

## School Accountability Report Card

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