Watsonville Charter School of the Arts
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

Internet Access

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

2023-24 School Contact Information

School Name	Watsonville Charter School of the Arts
Street	75 Whiting Road
City, State, Zip	Watsonville, CA 95076
Phone Number	(831) 728-8123
Principal	Amy Thomas
Email Address	amy_thomas@pvusd.net
School Website	https://wcsa-pajaro-ca.schoolloop.com/
County-District-School (CDS) Code	44-69799-6119077

2023-24 District Contact Information

District Name	Pajaro Valley Unified School District
Phone Number	(831) 786-2100
Superintendent	Murry Schekman, Interim Superintendent
Email Address	murry_schekman@pvusd.net
District Website	www.pvusd.net

2023-24 School Description and Mission Statement

Principal's Message

Mission: The small school culture of the Watsonville Charter School of the Arts provides a high quality educational alternative for local families. We believe that lifelong learning takes root in a safe school climate that honors individuality, diversity, and respect for differences. Teachers, parents, and students are actively involved in fostering a collaborative community rich in creative, artistic expression, and intellectual curiosity.

Vision: We will develop confident, self-motivated, creative, kind, stewards of our community and planet.

Watsonville Charter School of the Arts (WCSA) was founded in January 2001 and opened that August. This is the 20th year of operation, and there are approximately 400 students in grades K-8. WCSA draws a cross section of students from all over the Pajaro Valley, providing students with a program that is academically challenging, infused with the arts, and personally meaningful. We are proud of our diversity and our commitment to a high-quality arts education. We teach art as a subject as well as integrate it within other subject areas. High-quality teachers are sought who have arts-related degrees, and experience. Teachers who value the depth that the arts bring to the curriculum. In order to deepen the children's experiences in the arts, we have cross grade art electives each week. Teachers of all grades chose a specific arts discipline to teach, such as video production, iMovie creation, theater arts, visual arts, STEAM, music, and storytelling through creative movement.
Together, the upper and lower grades weave a focused arts-enriched period with music/dance, theater skills, and various visual arts modalities. Two musicals take place in the spring: one by the Kindergarten through second grades, and a second, full musical production in 3nd - 8th grade at the Mello Center. Additionally, two winter programs are produced, including one at the Mello Center, and a Talent Show is put on in February involving many students. It is WCSA's goal that each child have the opportunity to perform in at least two productions yearly. Speaking, singing and theatrical skills are developed because we want our children to be confident when speaking in public.

Our challenges continue to center around our old facilities that are run down, unsafe, and in poor condition. We are working with the necessary departments to update. We have an active Home and School Club that stays busy with fundraisers throughout the year. Keeping the arts alive in a constricted educational funding scenario is a continuing challenge. A light is shining on our campus by the addition of our 7 replacement portable classrooms, a new shade structure, and a new playground, and a brand new music room! Our future goals include a safer sports field, updated carpets and roofs, and a safe

2023-24 School Description and Mission Statement

parking lot. Maintaining our aging campus, managing growth without adding any classrooms, is our work for this year, and probably the next.

Our adopted school goals for WCSA in the 2023-2024 school year are: 1. Increase all students' academic achievement through an arts integrated, CCSS and NGSS aligned school curriculum. 2. Improve School Safety, School Climate, and Parent Participation. 3. Reach the needs of ALL learners.

Amy Thomas, PRINCIPAL

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	43
Grade 2	36
Grade 3	44
Grade 4	47
Grade 5	39
Grade 6	45
Grade 7	44
Grade 8	45
Total Enrollment	385

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3%
Male	45.7%
American Indian or Alaska Native	0.3%
Asian	0.3%
Black or African American	0.5%
Hispanic or Latino	70.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	2.9%
White	25.7%
English Learners	11.9%
Foster Youth	0.3%
Homeless	1%
Socioeconomically Disadvantaged	59.5%

Students with Disabilities	7.8%

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.

2020-21 Teacher Preparation and Placement

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)	15.60	81.76	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	18.24	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
Total Teaching Positions	19.10	100.00	893.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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)	14.90	74.50	643.50	73.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	9.50	1.08	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	25.45	169.10	19.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.70	1.67	11953.10	4.28
Unknown	0.00	0.00	43.40	4.93	15831.90	5.67
Total Teaching Positions	20.00	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	3.50	5.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.50	5.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	44.7	39.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	22.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students have been provided a Chromebook and if necessary, a hotspot.

WCSA is solely responsible for its own textbooks and instructional materials. Teachers collaboratively decide which texts augment the program. The District does not impose its adopted texts on the Charter schools. Charter schools are given more latitude in deciding their curriculum needs.

WCSA has been working to replace some outdated texts with District-adopted texts in order to facilitate a smoother transition for students arriving or leaving the school. Newly adopted curriculum such as Open Up Mathematics for grades 6-8, Eureka Great Minds Mathematics for grades K-5, Amplify Science in grades 6-8, and are piloting two ELA programs for a fall adoption. SIPPS and Reach for Reading is used in grades K-2.

Year and month in which the data were collected	August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Reach for Reading/2019 and SIPPS in grades K-2, Novel sets in grades 3 to 8, Lexia Core, Lexia Power Up, Units of Study, Amplify CKLA	Yes	0%
Mathematics	Eureka Great Minds Math for K-5 Middle School is piloting Illustrative Math (Open Up Resources)	Yes	0%
Science	Project STEM in grades K-8, Gizmos in Middle School, Amplify	Yes	0%
History-Social Science	Varies by grade, TCI for Middle School	Yes	0
Foreign Language	N/A		0%
Health	Varies by grade	No	0%
Visual and Performing Arts	Varies by grade, Quavered Education	No	0

School Facility Conditions and Planned Improvements

The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

Year and month of the most recent FIT report	1/17/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			P13: Flourescent lights on but not reliable per teacher. Inch split in carpet seam. P14: Inch split in the carpet seam.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			P13: Flourescent lights on but not reliable per teacher. Inch split in carpet seam. W6: Remove water dispenser from the front of the electrical panel.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Boys RR: Siding rotten at bottom of exterior wall. 5 holes exposing the interior of the wall. Maintenance Room: Roof leaks leaving puddles of water on floor when it rains.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			W11: Foundation has holes that allow critters to live under the classroom.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

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)	33	33	28	26	47	46
Mathematics (grades 3-8 and 11)	21	20	17	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	265	98.88	1.12	32.83
Female	147	146	99.32	0.68	38.36
Male	121	119	98.35	1.65	26.05
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	195	193	98.97	1.03	26.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	64	63	98.44	1.56	50.79
English Learners	35	34	97.14	2.86	14.71

Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	158	98.75	1.25	27.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	7.41

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	265	98.88	1.12	20.38
Female	147	146	99.32	0.68	17.12
Male	121	119	98.35	1.65	24.37
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	195	193	98.97	1.03	16.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	64	63	98.44	1.56	28.57
English Learners	35	34	97.14	2.86	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	160	158	98.75	1.25	17.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	3.70

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 CAAs divided by the total number of students who participated in both assessments.

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.

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)	25.00	27.71	16.22	16.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	83	98.81	1.19	27.71
Female	46	46	100.00	0.00	21.74
Male	38	37	97.37	2.63	35.14
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	61	61	100.00	0.00	24.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	35.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	44	97.78	2.22	22.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	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
Grade 5	100	100	100	100	100
Grade 7	97.9	91.5	89.4	91.5	97.9

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.

2023-24 Opportunities for Parental Involvement

Parent Involvement
Many opportunities exist for parent/guardian involvement at WCSA. Parents assist in classrooms, help in the office, chaperone on field trips, make costumes for productions and performances, and serve on the Leadership Council and Home and School Club. For families who cannot work during the week, there are many onsite needs of our common grounds.

Research shows that parent involvement is an essential component for student success. WCSA families sign a contract stating that they will volunteer a total of 36 hours, or one hour per week, for the benefit of the school. We have a parent arbitration panel to work with families that are chronically low on their volunteer hours, and due to the updates with the covid-19 pandemic, we are very enthusiastic that our parent volunteer campaign will increase now that there are no vaccination requirements anymore.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	395	106	26.8
Female	215	214	51	23.8
Male	182	181	55	30.4

Student Group			
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	1	100.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	278	276	76	27.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	11	11	3	27.3
White	103	103	24	23.3
English Learners	50	50	14	28.0
Foster Youth	2	2	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	240	239	85	35.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	39	11	28.2

C. Engagement

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

This table displays suspensions and expulsions data.

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	0.00	1.73	1.26	0.02	4.40	4.72	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.26	0
Female	0.93	0
Male	1.65	0
Non-Binary		
American Indian or Alaska Native	0	0

Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.44	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.97	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.83	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Safety
Our school's Safety Plan is reviewed by the Leadership Council annually. Staff is kept up with emergency procedures and safety training. Classrooms have emergency packs and buckets filled with emergency supplies, such as potable water and first aid supplies. At least two adults/staff are on duty at noontime. Staff also monitors the playground before school.

We nurture and direct students' values through monthly positive character assemblies and activities. We do our best to recognize each student for the valuable contributions they make to our school community. We teach conflict resolution skills in each classroom. We have a conflict resolution team called "The Watch: there when you need us" that helps younger children solve conflicts at lunch. We have buddy classes and encourage cross age learning. Our school is like a family and visitors can see and feel the difference on our campus.

Visitors must register at the front office and receive an identifying tag. All volunteers must be fingerprinted and TB tested through the district office.

Our closed campus is clean and safe, reflecting pride in our school. We have a diverse afterschool program that provides reading homework centers and support, support for below-grade-level readers, and enrichment classes.

We conduct regular fire, earthquake, and intruder/lockdown drills.

Discipline
WCSA's goal is to use a consistent, clear, positive discipline program in which students have a stake. Misbehavior brings natural consequences that are respectful, related, and timely. Our main discipline tools are an engaging curriculum and a caring staff. Because we are a small school, our children feel like part of an extended family. There are fewer negative behaviors in this context.

We follow the Pajaro Valley school district's four levels of suspension and expulsion. With a parent contract, students, parents, and staff are clear about the expectations of the school. Students can be automatically suspended for physical fighting, threatening or injuring another student or staff member, stealing, or gang like behaviors. We have a school wide policy on bully prevention and education.

WCSA is a PBIS school that believes in positive reinforcement to correct negative behaviors. We believe in reinforcing the positive expectations, such as being respectful, responsible, and safe while on campus and online.

Our school safety plan is reviewed and adopted in the fall of every year.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4		
1	21	1	1	
2	23		4	
3	22		4	
4	25		4	
5	25		4	
6	25		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	21		2	
2	22		2	
3	23		2	
4	23		2	
5	24		2	
6	24		12	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	0	2	0
1	22	0	2	0
2	18	2	0	0
3	22	0	2	0
4	24	0	2	0
5	20	2	0	0
6	23	0	12	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,744.45	$489.42	$9,396.69	$70,931.47
District	N/A	N/A	$4,858.33	$72,675
Percent Difference - School Site and District	N/A	N/A	63.7	-2.4
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	21.1	-24.4

Fiscal Year 2022-23 Types of Services Funded

A full-time resource specialist is housed at WCSA. We also have a socio-emotional counselor in full time hired through PVPSA.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,666	$55,550
Mid-Range Teacher Salary	$68,722	$84,645
Highest Teacher Salary	$94,640	$111,284
Average Principal Salary (Elementary)	$101,857	$139,860
Average Principal Salary (Middle)	$107,410	$146,440
Average Principal Salary (High)	$117,662	$158,447
Superintendent Salary	$222,832	$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

Professional Development

Staff Development
The primary goals for staff development for the 2023-2024 school year is working with our staff to create, implement, and support the social emotional well-being of our students and families. Our other goals are to create and implement a solid PBIS plan including staff buy in for major/minors and conflict resolution. We have begun a brand new House System in the 2022-2023 school year breaking our school into six micro-communities to allow our whole school to collaborate and gain a sense of belonging. This year, our adjunct team has created events to positively impact the culture at WCSA.

Our 2023-2024 goals are using the three core actions in English Language Arts & Mathematics. We are asking our teachers to increase the rigor, make sure the students are doing the heavy lifting of the learning, and showing evidence of their learning by referencing multiple texts to support thoughts.

Evaluating and Improving Teachers
All teachers participate in the district's ongoing evaluation process. The foundation for the evaluation system is the Continuum of Teacher Abilities, which is based on the California Standards for the Teaching Profession. The evaluation process involves a self-assessment, three conference cycles, and observations by the evaluating administrator. Both a midyear and a final evaluation are conducted for each teacher.

The teachers at WCSA undergo a rigorous hiring process that goes beyond the district's process. While being hired, teachers must show their expertise in an arts discipline and the State Standards by teaching a demonstration lesson to students in front of a parent-teacher panel.

Substitute Teachers
Our district hires and maintains the substitute pool, which WCSA draws upon. Former and retired teachers can be requested from our site's unique substitute resources.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	10