

Fletcher Walker Elementary School

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	Fletcher Walker Elementary School
Street	Fourth and Greenwood Streets
City, State, Zip	Westwood, CA 96137
Phone Number	(530) 256-2311
Principal	Paula Silva
Email Address	psilva@westwoodusd.org
School Website	www.westwoodusd.org
County-District-School (CDS) Code	18-64204-6010847

2023-24 District Contact Information

District Name	Westwood Unified School District
Phone Number	(530) 256-2311
Superintendent	Paula Silva
Email Address	psilva@westwoodusd.org
District Website	www.westwoodusd.org

2023-24 School Description and Mission Statement

The School Accountability Report Card (SARC) is designed to provide you with a variety of information pertaining to Fletcher Walker Elementary School—our resources, successes, and areas of continuing growth.

Mission Statement

At Fletcher Walker Elementary our mission, in partnership with parents and the community of Westwood, is to provide our children with the skills, knowledge, and experiences that will enable them to reach their fullest potential in a challenging, safe, and caring learning environment. We are committed to strive for high academics, life-long learners, and the development of good citizens who demonstrate integrity, respect, self-esteem, and tolerance of themselves and others.

Fletcher Walker Elementary School is very proud of the tradition and heritage that has been passed on for well over seventy-five years. Our school places special emphasis upon Character Education and the Core Values of Excellence, Leadership, Integrity, Loyalty, Respect, and Service to others.

WUSD Board and Administration have adopted the following goals:

- Facilitate Optimal Student Learning
- Create a culture of problem solvers and critical thinkers
- Focus on reading comprehension, written communication, mathematical computation, and mathematical application
- Describe clearly "what" students should learn, "where" every student is in regard to their learning, and "how" we plan to support every student's learning.
- Prepare students for their next level
- Grades and courses offer trade and technical training, and/or a college or career
- Make our school a place where students, parents, and staff want to be.
- Welcoming atmosphere, supportive environment, and provide safe surroundings

Westwood is a rural community located in Lassen County, 89 miles east of Red Bluff and 25 miles west of Susanville in the Northern California Mountains. About 65% of the school population receives some form of public assistance. Our District serves approximately 2,000 residents within our boundaries. We challenge our students to be motivated lifelong learners who are confident, responsible, and productive contributors to society—through community service and teamwork—and who are prepared to take their next steps in life.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	14
Grade 2	13
Grade 3	13
Grade 4	11
Grade 5	13
Grade 6	12
Total Enrollment	89

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.4%
Male	41.6%
American Indian or Alaska Native	9%
Black or African American	1.1%
Hispanic or Latino	16.9%
Two or More Races	2.2%
White	70.8%
Homeless	5.6%
Socioeconomically Disadvantaged	79.8%
Students with Disabilities	6.7%

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)	3.90	100.00	5.60	49.52	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	0.00	0.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.20	36.99	12115.80	4.41
Unknown	0.00	0.00	1.50	13.05	18854.30	6.86
Total Teaching Positions	3.90	100.00	11.40	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)	3.40	63.57	6.10	51.17	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	18.21	1.00	8.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	18.21	2.20	18.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	17.17	11953.10	4.28
Unknown	0.00	0.00	0.50	4.58	15831.90	5.67
Total Teaching Positions	5.40	100.00	12.00	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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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)		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

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

Westwood Unified School District endeavors to ensure that our classrooms have adequate teaching materials, including textbooks, for every student to use in class and to take home. Textbooks are replaced—using site, District, and State monies—on a recurring cycle. All textbooks are on the Board’s adopted list, and as far as possible, they align with local and State Standards.

Teachers have a discretionary budget for their classrooms. Most paper products and writing instruments are available in the school office, thus the teacher’s budget focuses on curricular needs.

The Administration also holds a small budget aside for unexpected needs as they arise.

New textbook adoptions in academic subjects have included Content Standards area software used by teachers in Math, Science, and English Language arts and writing. Recently, new science curriculum has been adopted.

This District, through the Williams Settlement procedures, has established, by both public input and School Board action, that all students at this site have the educational materials necessary for them to succeed and meet the State adopted goals.

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	Benchmarks K-5 Study Sync 7-12, TK/K: Really Great Reading, The Creative Curriculum	Yes	0
Mathematics	TK: Math Made Fun!, Everyday Math K-5, 6th Grade: Course 1 - Big Ideas and Everyday Math, 7th Grade: Course 2- Big Ideas, 8th Grade: Course 3 - Big Ideas	Yes	0
Science	K-12 STEMScopes - Accelerated Learning	Yes	0
History-Social Science	K-12: TCI	Yes	0
Foreign Language	Spanish- Fuel Ed- online	Yes	0
Health	Junior High HIV/AIDS Mandated Curriculum	Yes	0
Visual and Performing Arts	Elementary General Music Curriculum, K-6: Music, activities, songs, games, Music Cultures a World Music Unit	Yes	

School Facility Conditions and Planned Improvements

In 2012 Fletcher Walker Elementary relocated to the Westwood High School campus. Restructuring within the school has separated the elementary classrooms from the high school and middle school classrooms. The lower wing and middle wing are occupied by elementary school students. The students have access to the school library/computer lab, multi-purpose room, and gymnasium.

The district has been able to provide students with facilities that are safe and meet all public health standards. In addition to the monthly inspections of our buildings and playground, we go through an intensive yearly inspection to verify that all facilities meet the safety standards and avoid exposing the District to any hazardous conditions.

In 2021-2022 the district was reviewed by the California Civil Rights Unit to make sure our site was accessible by all members of the public. No findings were found.

The media center updated all 22 computers in the fall of 2019. Each classroom also has an interactive television, textbooks, overhead projector, and supplemental materials.

The District has been able to provide students with facilities that are safe and meet all public health standards. In addition to the monthly inspections of our buildings and playground, we go through an intensive yearly inspection to verify that all facilities meet the safety standards and avoid exposing the District to any hazardous conditions.

In the last five years many updates and major repairs have been made to the facilities such as: Roofing, Plumbing, Heating, Air Conditioning, Electrical Systems, Interior or Exterior painting, Floor Systems. All ramp walkways are ADA compliant. New asphalt was laid near the playground as well as new basketball hoops and tether ball poles installed. The asphalt around the concession stand near the football field was torn and out and replaced. Large holes were filled in with asphalt and hazardous trees were removed.

In early August, 2023 the Lassen Fire Safe Council conducted mastication and vegetation management for resprouting vegetation around the District property. Previously, a fire break was created on the west side of campus near the barn. We have one, four-hour groundskeeper and four-hour custodian during the day and one six-hour maintenance person with one part-time custodian allocated for night shifts.

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces		X		Room 1: Carpet Unraveling. Boys & Girls Coaches Room: Needs Paint. Weight Room: Need ceiling tiles replaced. Ball Room: Needs paint. Boiler Room: Needs Paint.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Many Rooms have clutter (Girls Coaches Room, Staff Room, District Office, Server Room, Maintenance Shop, Wood Shop, Boiler Room, Welding Shop) Rooms with Insects and Frogs (Boiler Room, Football Concession Stand, Boys Bathroom at Football Field)
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Locker Room: Replace tile on bathroom wall. Girls locker room: repaint floor, replace tiles on bathroom wall. Boys Restroom- Football Field - ceiling needs penal installed. Girls Restroom - Football Field: Main door needs to be replaced.
Safety: Fire Safety, Hazardous Materials	X			Fire Extinguisher needed in Weight Room.
Structural: Structural Damage, Roofs			X	Room leaks in Room 1 and Room 3.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Room 14: Sliding door is very difficult to open. Multi Room: Sliding glass doors are loose. Boys Restroom: Door is loose. Back Parking Area: Cracked blacktop, parking spaces in paint. Playground: paint blacktop

School Facility Conditions and Planned Improvements

games, spread bark around raised playground. Main Parking: Blacktop cracked, parking spaces need paint. Girls Restroom - Football Field: Main door needs to be replaced.

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)	37	42	42	45	47	46
Mathematics (grades 3-8 and 11)	18	31	20	26	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	54	52	96.30	3.70	42.31
Female	32	30	93.75	6.25	56.67
Male	22	22	100.00	0.00	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	40	95.24	4.76	50.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	39	95.12	4.88	41.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	54	52	96.30	3.70	30.77
Female	32	30	93.75	6.25	30.00
Male	22	22	100.00	0.00	31.82
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	40	95.24	4.76	30.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	39	95.12	4.88	28.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	38.46	18.18	29.55	30.61	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	12	12	100.00	0.00	25.00
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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	100	100	100	100	100
Grade 9	100	100	100	100	100

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

Fletcher Walker Elementary appreciates parent involvement in their child's education. We offer many opportunities to participate and become involved, including:

- Parent volunteers in the classroom
- Parent Teachers Student Association (PTSA)
- PTSA monthly meetings and/or fundraisers
- Fletcher Walker School Site Council (SSC)

* Family nights- Back to School Festival, Halloween Carnival, Ornament Making Night, Christmas Performance

- Parent chaperones/drivers on field trips

* LCAP and facilities meetings

Being a small school, staff and students have a strong relationship with the Parent Teacher Student Association (PTSA). The Association is comprised of community members, parents, staff and students. Numerous opportunities to become involved are just a phone call or meeting away. The PTSA meets monthly on school grounds to plan engagement activities for WHS and Fletcher Walker Elementary.

Parent receive a student handbook at the beginning of the school year and have access to board policies and the handbook on the school website. Parents have access to student grades and have a direct link to teacher emails through the schools SchoolWise program.

Parents and community members have access school activities via the school webpage, social media and digital marquee. Communication is push out to parents via All Call, letters, phone calls, board meetings, and our social media platforms.

Please call Paula Silva, Superintendent/Principal, at (530) 256-2311 for details on how to offer your time.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	101	97	39	40.2
Female	57	56	24	42.9
Male	44	41	15	36.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	1	12.5
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	16	16	8	50.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	1	25.0
White	72	68	29	42.6
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	9	6	3	50.0
Socioeconomically Disadvantaged	80	77	36	46.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	9	3	33.3

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	1.12	3.96	1.35	2.04	7.22	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

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.96	0
Female	0	0
Male	9.09	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	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.17	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

In 2023-24, Fletcher Walker Elementary School provided a safe and orderly setting that promotes student learning. All staff participated in the Crisis Prevention Institute (CPI) training and school safety procedures review in mid-August. All staff received training in Nonviolent Crisis Intervention (CPI). This proactive approach helps staff prevent student behaviors from reaching crisis level. Additionally, teachers and administrators are visibly present during break and lunchtime to ensure a secure environment.

Administration and staff are represented at all student extracurricular activities. The student handbook clearly outlines school rules, attendance policies and behavioral expectations.

The School Site Council is reviewing the safety plan and will continue to review it on an ongoing basis throughout the school year.

The School Safety Plan is a living document and as such is constantly being revised. Every school year we focus on working with the Lassen County Sheriff's Department and Westwood Fire Department review and update the plan. Lassen County Sheriff's resident deputy evaluates our school facilities and determines where potential problems may arise. The safety is updated annually and approved by the School Board by March 1st.

The plan includes policies such as: Child Abuse Reporting, Suicide Prevention, Discrimination and Harassment, Hate Crime, Suspensions and Expulsions, Emergency Disasters, Safety Protocols and Plans, Student Wellness, Uniform Complaint Procedure, and Bullying. The plan also includes Emergency

Evacuation Drill Report and a Bomb Threat Report.

Emergency drills are conducted as required by the California Education Code. Building safety codes comply with fire marshal codes and are reviewed periodically. FWES holds fire drills monthly. Discussions concerning school safety are ongoing, and will continue throughout the remainder of the school year. Any reported problems are reviewed by the district's administration

2023-24 School Safety Plan

and are addressed.

The classified and certificated staff receive training at the beginning of the year and actively participate in fire, intruder and earthquake drills. Each classroom has an emergency folder that is updated with class lists monthly. The local fire department and Cal Fire have been a part of our fire drills and have worked with the school to provide the best exit in case of an emergency.

Visitors to our schools must sign in and out at the office and wear a visitor's badge while on campus.

We are a small, unified school district, located in a rural area, with no history of violence in our schools, and few incidences of tobacco and alcohol use on campus. No student has been expelled for drug, alcohol, or tobacco-related use in the District for the past five years.

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	6	2		
1	14	1		
2	10	2		
3	14	1		
4	12	1		
5	14	1		

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	4	1		
1	11	1		
2	7	2		
3	11	1		
4	12	1		
5	12	1		
Other	11	1		

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	7	2	0	0
1	14	1	0	0
2	7	2	0	0
3	13	1	0	0
4	11	1	0	0
5	12	1	0	0
6	0	0	0	0
Other	13	1	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	

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	\$12,588	\$1,877	\$10,711	\$57,935
District	N/A	N/A	\$1,765	\$56,126
Percent Difference - School Site and District	N/A	N/A	143.4	0.5
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	47.6	-23.0

Fiscal Year 2022-23 Types of Services Funded

In Fletcher Walker we use Title I funds as well as general fund money to pay for Instructional Aides. Instructional aides are in all elementary classes (TK/K and the 2nd/3rd grade combo class). We also have a designated aide for Special Education and an Intervention Aide. Students have access to IXL and Benchmarks. The English Language Art program, the Everyday Math program and STEM Scopes utilize additional online support curriculum for students, teachers, and parents. Extra resources are provided in ELA, Math, and Writing.

CAASPP preparation, interim testing, Curriculum Based assessments, and IXL are used to help identify possible students who need interventions. Students have the opportunity for after school tutoring and online assistance.

The District expends part of its average daily attendance (ADA) dollars on state adopted curriculum programs, Peak Education, general programming, textbooks, supplies and technological equipment, student athletics, extracurricular activities and field trips, special education, and remedial programs for at-risk students.

ADA dollars also provide salaries and benefits for teaching and support staff and limited home-to-school transportation. Other expenditures from the general fund provide printing, communications, legal and other services advantageous to the district as a whole.

The district operates several federal and state programs, including the following reported in the Consolidated Application: Title I, Title II, CTEIG, Carl Perkins and Economic Impact Aid (EIA).

The district also has an after-school program (operated by the Lassen County Office of Education).

We also ensure we align purchases from Title I with our goals in our Single Plan for Student Achievement Plan. Our goals relate to math, English language arts (ELA), technology and maintaining a safe school environment.

Below is a list of funded services:

- CTEIG Grant
- ELA
- Lottery
- Rural Education Achievement Program (REAP)
- Restricted Lottery
- EIA
- Instructional Materials
- Title I, Part A
- Title II, Part A
- Title I, Part D and American Recovery and Reinvestment Act (ARRA)

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	\$40,416	\$47,616
Mid-Range Teacher Salary	\$58,437	\$75,580
Highest Teacher Salary	\$77,072	\$100,485
Average Principal Salary (Elementary)	\$0	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$0	\$125,386
Superintendent Salary	\$110,000	\$157,977
Percent of Budget for Teacher Salaries	27.34%	27.82%
Percent of Budget for Administrative Salaries	3.51%	5.78%

Professional Development

The Westwood Unified School District provides opportunities for and encourages staff to participate in and attend workshops and meetings for professional enhancement.

School and district professional development goals assist our staff in moving towards proficiency of the Common Core Standards for all students. Westwood Unified School District staff utilizes early release once on month on Wednesdays for Professional Development and Professional Learning Communities. Staff have focused on Special Education, Social Emotional Developments of Students, Crisis Prevention Institute (CPI) Beyond SST and 504 platforms, and new curriculum professional development.

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	7.5	7.5	7.5