

Solano Widenmann Leadership Academy

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	Solano Widenmann Leadership Academy
Street	1025 Corcoran Ave
City, State, Zip	Vallejo, CA 94589-1844
Phone Number	(707) 556-8600
Principal	Kimberly Mitchell-Lewis
Email Address	kmitchell@vcusd.org
School Website	www.vcusd.org/swla
County-District-School (CDS) Code	48705816060198

2023-24 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	William Spalding
Email Address	wspalding@vcusd.org
District Website	www.vcusd.org

2023-24 School Description and Mission Statement

Solano Widenmann Leadership Academy is a K-8 school. Each new school year brings opportunities for academic growth and growth in all areas of development. Our goal is to support students to be knowledgeable, healthy, engaged, responsible, and caring people by the time they graduate by implementing the following:

The Leader in Me provides our school with the vision and language to lead the school in a way that addresses all areas of development. As each child discovers and develops his/her unique gifts and talents, they are given opportunities to lead. As leaders they (1) become active and engaged partners in their own education; (2) exhibit growth in self-confidence, responsibility, and initiative. The children quickly understand the benefits of different gifts and talents; they learn to listen to new ideas, work together to achieve results, and motivate one another to be the best.

Positive Attendance allows scholars the ability to listen, learn and lead every minute of the day. Absences are limited to illness and appointments with an excuse note.

Academic Proficiency is achieved when every minute of instruction is used towards success and every student has the ability to work toward their potential.

Positive Behavior works in unison with Leader in Me, Positive Attendance and Academic Proficiency. Staff and students are expected to model, learn and grow from the 7 Habits, Mindfulness, Positive Behavior Intervention and Support (PBIS) Strategies, and Restorative Practices.

At SWLA We...

Dream Big, Set Goals, Take Action

We set academic and personal goals leading to highly effective people.

Our Vision is to have Solano Widenmann leaders working toward becoming Leaders of Tomorrow.

2023-24 School Description and Mission Statement

We Value the 7 Habits leading to an increase in student self-confidence, teamwork, initiative, responsibility, creativity, leadership, communication and diversity awareness.

Our Goal is to increase academic performance and improve school culture including positive attendance and behavior, staff engagement and parent involvement.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	36
Grade 2	36
Grade 3	38
Grade 4	51
Grade 5	49
Grade 6	116
Grade 7	104
Grade 8	115
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	582

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	288
Male	293
Non-Binary	1
American Indian or Alaska Native	3
Asian	8
Black or African American	116
Filipino	64
Hispanic or Latino	334
Native Hawaiian or Pacific Islander	13
Two or More Races	25
White	12
English Learners	202
Foster Youth	9
Homeless	25
Migrant	0
Socioeconomically Disadvantaged	514
Students with Disabilities	117

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)	18.20	62.08	341.50	65.59	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.79	19.20	3.69	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	2.48	61.10	11.74	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	3.33	16.70	3.21	12115.80	4.41
Unknown	7.40	25.25	82.00	15.75	18854.30	6.86
Total Teaching Positions	29.40	100.00	520.70	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)	15.90	59.45	378.20	71.26	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.06	22.40	4.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	5.69	64.60	12.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	11.42	29.90	5.64	11953.10	4.28
Unknown	5.20	19.38	35.40	6.69	15831.90	5.67
Total Teaching Positions	26.80	100.00	530.70	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	0.70	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.70	1.50

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	0.80	2.10
Local Assignment Options	0.10	0.90
Total Out-of-Field Teachers	0.90	3.00

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)	14	14.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.5	11.7

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 textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected	October 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin Harcourt California Journeys/2017 6-8 Houghton Mifflin Harcourt California Collections/2017	Yes	0
Mathematics	K-8 Pearson enVision Math: Common Core /2022 Carnegie Learning HSMS Integrated Math I 4e/2022	Yes	0
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	Yes	0
History-Social Science	K-5 Pearson myWorld /2019 6th National Geographic Ancient Civilizations /2019 7th National Geographic Medieval to Early Modern Times /2019 8th National Geographic American Stories /2019	Yes	0
Foreign Language	Realidades Spanish	Yes	0
Health	Positive Prevention Plus: Sexual Health Education for America's Youth /2017	Yes	0

School Facility Conditions and Planned Improvements

Due to the passage of the 1997 local school bond, Measure A, Solano Widenmann Leadership Academy received modernization which consisted of renovation or replacement of heating, ventilation, air-conditioning and electric systems. Renovation included repairing or replacing roofs and exterior doors and windows, addressing plumbing and dry rot problems, installing new floor finishes, providing new paint, upgrading handicap access; and providing technology pathways and cabling infrastructures to all classrooms and learning facilities.

All teachers have been given a COW (Computer on Wheels) that holds 36 laptops. Also, each teacher has been given a 70 inch presentation station to support student achievement. Teachers have access to SMART board technology, LCD projectors and document readers to support student instruction in the classroom.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Work Order submitted - Repairs completed
Interior: Interior Surfaces	X			Work Order submitted - Repairs completed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Work Order submitted - Repairs completed
Electrical	X			Work Order submitted - Repairs completed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Work Order submitted - Repairs completed
Safety: Fire Safety, Hazardous Materials	X			Work Order submitted - Repairs completed
Structural: Structural Damage, Roofs	X			Work Order submitted - Repairs completed
External:	X			Work Order submitted - Repairs completed

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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)	16	22	28	27	47	46
Mathematics (grades 3-8 and 11)	9	8	18	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	531	518	97.55	2.45	21.51
Female	248	241	97.18	2.82	21.99
Male	283	277	97.88	2.12	21.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	120	117	97.50	2.50	11.21
Filipino	69	69	100.00	0.00	34.78
Hispanic or Latino	284	277	97.54	2.46	21.01
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	30.77
Two or More Races	17	17	100.00	0.00	17.65
White	15	14	93.33	6.67	28.57
English Learners	166	159	95.78	4.22	13.84
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	482	471	97.72	2.28	21.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	111	97.37	2.63	7.34

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	531	523	98.49	1.51	7.50
Female	248	245	98.79	1.21	4.90
Male	283	278	98.23	1.77	9.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	120	117	97.50	2.50	6.03
Filipino	69	69	100.00	0.00	13.04
Hispanic or Latino	284	281	98.94	1.06	6.09
Native Hawaiian or Pacific Islander	13	13	100.00	0.00	0.00
Two or More Races	17	16	94.12	5.88	0.00
White	15	14	93.33	6.67	21.43
English Learners	166	165	99.40	0.60	3.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	482	474	98.34	1.66	7.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	111	97.37	2.63	2.78

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)	7.64	7.85	14.49	13.35	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	198	194	97.98	2.02	7.77
Female	88	86	97.73	2.27	8.14
Male	110	108	98.18	1.82	7.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	49	48	97.96	2.04	0.00
Filipino	28	28	100.00	0.00	14.29
Hispanic or Latino	97	95	97.94	2.06	7.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	59	58	98.31	1.69	5.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	181	97.84	2.16	7.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	2.78

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	93.1	92	98.3	96	81.7
Grade 7	94	94	92	95	95
Grade 9	0	0	0	0	0

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

The positive relationship between the school, families and the community is imperative to the growth of our students. We see our parents as valued partners and advocates for the success of our students and school programs. We encourage parents to take an active role in our stakeholder groups such as Parent-Teacher Organization, School Site Council, English Learners Advisory Council, and Design/Leadership Team. All parents that will be working directly with our students, will need to be fingerprinted and TB tested. To date, we are encouraging our parents to become employees by applying for open positions on our site and in our district.

Please contact the school at (707) 556-8600 for information regarding organized opportunities for parental involvement.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	692	673	301	44.7
Female	338	328	140	42.7
Male	354	345	161	46.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	15	15	6	40.0
Black or African American	160	153	85	55.6
Filipino	80	80	13	16.3
Hispanic or Latino	371	361	165	45.7
Native Hawaiian or Pacific Islander	22	22	10	45.5
Two or More Races	21	20	11	55.0
White	17	17	10	58.8
English Learners	235	233	97	41.6
Foster Youth	11	10	3	30.0
Homeless	8	7	5	71.4
Socioeconomically Disadvantaged	626	610	281	46.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	138	135	77	57.0

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	13.07	13.73	0.09	5.89	7.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.73	0
Female	11.83	0
Male	15.54	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	6.67	0
Black or African American	27.5	0
Filipino	3.75	0
Hispanic or Latino	10.78	0
Native Hawaiian or Pacific Islander	4.55	0
Two or More Races	19.05	0
White	5.88	0
English Learners	8.94	0
Foster Youth	27.27	0
Homeless	0	0
Socioeconomically Disadvantaged	14.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	15.22	0

2023-24 School Safety Plan

Safety of all students and staff is one of our highest priorities at Solano Widenmann Leadership Academy. We ensure student safety through our school wide student management plan which provides due process leading to appropriate results for all parties involved. We have continued the implementation of our district-wide Positive Behavior Interventions and Supports (PBIS) plan which addresses the behavior needs of our students in a positive, proactive framework. We have also added the Leader in Me process which identifies our school culture as important to supporting student academic success and student wellness as a whole.

SWLA is a closed campus unless a parent / guardian has an appointment with a teacher or staff member and / or for school-wide events. When coming onto the campus, everyone must go directly to the Main Office to identify their purpose for being on the campus. After the appointment / meeting is verified, the visitor is escorted onto the campus by VCUSD staff.

The Comprehensive School Safety Plan (updated in October 2023) addresses crisis management and emergency procedures for fires, earthquakes, intruders, major health crises, etc. We train students and staff to adequately respond to these situations, holding required drills with staff and students. Every classroom has an emergency packet that includes all the pertinent information necessary for all types of emergencies.

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	28		1	
1	20	1	1	
2	22	1	1	
3	20	1	2	
4	19	1	2	
5	22	1	2	
6	19	21	12	

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	15	1	1	
1	9	3		
2	9	4	1	
3	8	5	1	
4	10	4	2	
5	6	8	1	
6	13	38	18	

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	27	0	1	0
1	12	2	1	0
2	10	3	1	0
3	9	4	1	0
4	12	3	1	0
5	15	3	0	1
6	16	21	18	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	1

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	5662	3295	2367	79200
District	N/A	N/A	10669	\$77,192
Percent Difference - School Site and District	N/A	N/A	-127.4	8.31
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-94.3	-10.9

Fiscal Year 2022-23 Types of Services Funded

Solano Widenmann has expended resources received from the Local Control Accountability Plan funds to monitor academic progress of students. These funds provided internal coaches and teacher professional development that support student learning. The English Language Advisory Council approved English Language Acquisition Program expenditures for supplies, materials, and technology, as well as opportunities for collaboration and professional development to support our English Language Learners. Supplemental funds were used to provide substitute teachers for teacher-release time to focus on professional development, coaching and review of assessment data. These funds also provided for intervention programs for students who need additional support in ELA and Math.

We are able to offer enrichment opportunities for our students that include computer technology, science-based projects .

Our After School Education and Safety Program provided funding for student tutoring and additional enrichment classes.

We offer the Leader in Me to all students and staff through training and application.

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	\$51,665	\$54,190
Mid-Range Teacher Salary	\$73,323	\$85,111
Highest Teacher Salary	\$93,101	\$104,999
Average Principal Salary (Elementary)	\$109,303	\$132,492
Average Principal Salary (Middle)	\$113,675	\$140,987
Average Principal Salary (High)	\$122,908	\$153,884
Superintendent Salary	\$248,000	\$255,503
Percent of Budget for Teacher Salaries	25.54%	32.09%
Percent of Budget for Administrative Salaries	4.89%	5.25%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. All teachers are provided with professional development for 1.5 hours per week. During the 2022-2023 school year, teachers participated in professional development on the following topics:

- PBIS
- Common Core
- Project-based Learning
- Best Instructional Practices
- ELD/SPED Support
- Trauma Informed Care
- Reading and Interpreting Student's Data
- Social/Emotional Learning

In 2022-2023, we have added the Leader in Me .

Professional development is delivered during collaborative staff/department meetings, grade level meetings, district and off-site workshops and coaching. They require a process of learning, application and reflection. All learning is supported by feedback through district and site admin/peer walkthroughs, teacher meetings, formal and informal discussions and data reporting.

In 2-23-2024, all staff participate in weekly Leader in Me collaboration / training for at least 1 hour . Staff and students in grades K-8 participate in collaborative Leader in Me learning Monday, Tuesday, Thursday and Friday during 3rd period.

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	39	30	30