

Solano Widenmann Leadership Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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
Grade Span	
County-District-School (CDS) Code	48705816060198

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Rubén Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vcusd.org

2025-26 School Description and Mission Statement

Solano Widenmann Leadership Academy is a TK-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.

2025-26 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	39
Grade 2	42
Grade 3	32
Grade 4	48
Grade 5	55
Grade 6	110
Grade 7	131
Grade 8	112
Total Enrollment	615

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.3
Male	53.5
American Indian or Alaska Native	0.7
Asian	2.2
Black or African American	21.6
Filipino	12.2
Hispanic or Latino	57.8
Native Hawaiian or Pacific Islander	1.9
Two or More Races	4.1
White	2.7
English Learners	33.4
Foster Youth	1
Homeless	3.7
Socioeconomically Disadvantaged	87
Students with Disabilities	22.5

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.

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)	15.9	59.45	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	1	4.06	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	5.69	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	11.42	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	5.2	19.38	35.4	6.69	15831.9	5.67
Total Teaching Positions	26.8	100	530.7	100	279044.8	100

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.

2022-23 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)	18.4	64.73	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.5	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	4.94	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	8.65	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	5.1	18.11	43.4	8.2	14303.8	5.15
Total Teaching Positions	28.5	100	529.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1	
Misassignments	0.50	0.3	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	1.50	1.4	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.10	2	
Local Assignment Options	0.90	0.4	
Total Out-of-Field Teachers	3.00	2.4	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.6	8	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.7	8.4	8.4

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

2025-26 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. Every student also has access on-line via 1:1 Chromebooks in the classroom.

Year and month in which the data were collected

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin Harcourt California Journeys/2017 6-8 Houghton Mifflin Harcourt California Collections/2017	0
Mathematics	Amplify Desmos Math 2026 Carnegie Learning HSMS Integrated Math I 4e/2022	0
Science	K-5th: Twig Science/2020 6-8th: Amplify Science/2020	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	0
Foreign Language	Savvas Auténtico/2018	0
Health	Positive Prevention Plus: Sexual Health Education for America's Youth /2017	0

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

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.

School Facility Conditions and Planned Improvements

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 and /or a Promethium Board to support student achievement. Teachers have access LCD projectors and document readers to support student instruction in the classroom.

Year and month of the most recent FIT report

October 2025

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Work orders submitted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	17	20	27	27	47	48
Mathematics (grades 3-8 and 11)	9	8	19	20	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	511	486	95.11	4.89	19.55
Female	240	227	94.58	5.42	21.59
Male	271	259	95.57	4.43	17.76
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	36.36
Black or African American	114	106	92.98	7.02	12.26
Filipino	56	56	100.00	0.00	30.36
Hispanic or Latino	279	270	96.77	3.23	18.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	18	81.82	18.18	33.33
White	16	13	81.25	18.75	23.08
English Learners	145	143	98.62	1.38	2.10
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	3.70
Military	--	--	--	--	--
Socioeconomically Disadvantaged	454	431	94.93	5.07	17.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	125	109	87.20	12.80	4.59

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	512	487	95.12	4.88	8.42
Female	241	230	95.44	4.56	8.26
Male	271	257	94.83	5.17	8.56
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	114	105	92.11	7.89	7.62
Filipino	56	56	100.00	0.00	14.29
Hispanic or Latino	279	271	97.13	2.87	6.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	19	82.61	17.39	10.53
White	16	13	81.25	18.75	15.38
English Learners	145	144	99.31	0.69	1.39
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	455	432	94.95	5.05	7.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	125	106	84.80	15.20	1.89

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.34	6.71	13.92	15.11	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	179	170	94.97	5.03	7.06
Female	87	83	95.40	4.60	8.43
Male	92	87	94.57	5.43	5.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	44	40	90.91	9.09	5.00
Filipino	17	17	100.00	0.00	11.76
Hispanic or Latino	103	101	98.06	1.94	6.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	53	52	98.11	1.89	0.00
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	148	94.27	5.73	6.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	40	85.11	14.89	7.50

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	96.4	92.8	94.9	96.4	89.9
Grade 7	92.2	67.2	67.2	92.2	84.5

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.

2025-26 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 partner 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.73%	8.32%		7.67%	6.2%		3.6%	3.28%	

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.05%	0.05%		0.08%	0.07%	

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 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. We ask parents to model positive and productive behavior in line with our PBIS and Leader in Me Habits.

The Comprehensive School Safety Plan (updated in October 2024) 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	1	1	0
1	17	1	1	0
2	12	2	1	0
3	14	2	1	0
4	16	2	1	0
5	13	3	1	0
6	14	36	19	2
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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

2024-25 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	

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,934.57	\$3,085.22	\$8,849.35	\$92,986
District	N/A	N/A	12426	\$89,179
Percent Difference - School Site and District	N/A	N/A	-33.6	9.9
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-19.6	-1.8

Fiscal Year 2024-25 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 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$59,813	\$62,145
Mid-Range Teacher Salary	\$85,679	\$97,088
Highest Teacher Salary	\$111,308	\$120,436
Average Principal Salary (Elementary)	\$140,845	\$151,343
Average Principal Salary (Middle)	\$142,764	\$159,514
Average Principal Salary (High)	\$157,447	\$177,261
Superintendent Salary	\$306,368	\$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

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 2.5 hours per week. During the 2024-2025 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
- CORE
- Math New Adoption Amplify

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 2024-2025, all staff participated in weekly Leader in Me collaboration / training for at least 1hour . Staff and students in grades TK-8 participated 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	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	30	30	71
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