

Willmore Elementary School

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Willmore Elementary School
Street	7122 Maple Street
City, State, Zip	Westminster, CA 92683
Phone Number	(714) 895-3765
Principal	Tieumi Ellis
Email Address	tellis@wsdk8.us
School Website	willmore.wsdk8.us
Grade Span	K-6
County-District-School (CDS) Code	30667466030852

2025-26 District Contact Information

District Name	Westminster School District
Phone Number	(714) 894-7311
Superintendent	Dr. Gunn Marie Hansen
Email Address	Cherylsosa@wsdk8.us
District Website	wsdk8.us

2025-26 School Description and Mission Statement

Willmore Elementary School’s Vision Statement:
 “Willmore Thunderbirds are engaged, equipped, and empowered to pursue their passions and lead in a globally diverse community.”

Willmore Elementary School’s Mission Statement:
 “At Willmore we...

- Engage students in our interconnected community, promoting respect, effort, and pride.

2025-26 School Description and Mission Statement

- Equip students with critical thinking skills across all curriculum areas incorporating languages, coding and digital literacies.
- Empower all students as they explore their passions to be future-ready with options for college, career, and global leadership.”

Principal’s Message:

In accordance with Proposition 98, all California public schools are required to publish a School Accountability Report Card (SARC). We are proud to share this report as an opportunity to highlight the strengths and continued growth of Willmore Elementary School. Willmore has a long-standing tradition of academic excellence supported by strong partnerships among students, families, staff, and the community. Guided by our vision, Willmore Thunderbirds are engaged, equipped, and empowered to pursue their passions and lead in a globally diverse community.

At Willmore, we believe every child is unique and deserving of a rigorous, inclusive, and student-centered educational experience. All students have access to a standards-based core curriculum in English Language Arts, mathematics, science, and social studies, enhanced by opportunities in Dual Language Immersion, coding, and digital literacy. Our highly qualified and dedicated staff is committed to nurturing students’ academic, social, emotional, and intellectual growth, fostering critical thinking, confidence, and a lifelong love of learning.

Willmore Elementary is proud to be recognized for excellence and innovation, including designation as a CAFE Seal of Excellence School, California Gold Ribbon School, Title I Achievement Award recipient, and PBIS Gold Award honoree. Since launching our Spanish/English Dual Language Immersion Academy in 2016, along with computer science immersion through Code.org and 1:1 Chromebooks in grades TK–6, Willmore continues to prepare students as multilingual, multiliterate, and multicultural 21st-century learners ready for college, career, and global leadership.

Community & School Profile:

The Westminster School District is located approximately 35 miles southeast of Los Angeles in the city of Westminster, California, within Orange County. The district serves students in kindergarten through eighth grade from Westminster and neighboring communities, including Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K–5 elementary schools, six K–6 elementary schools, and three middle schools, serving approximately 8,181 students.

Neomia B. Willmore Elementary School first opened in 1965 and reopened in 1994 to meet increased enrollment. Willmore Elementary is a neighborhood school serving students in Transitional Kindergarten through sixth grade and operates on a traditional schedule. At the beginning of the 2025–2026 school year, the school served approximately 484 students, reflecting the diverse community it proudly represents.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	70
Grade 2	56
Grade 3	49
Grade 4	67
Grade 5	79
Grade 6	37
Total Enrollment	485

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.2
Asian	10.9
Black or African American	0.6
Filipino	0.8
Hispanic or Latino	76.9
Native Hawaiian or Pacific Islander	0.6
Two or More Races	1.4
White	6.8
English Learners	29.5
Foster Youth	1.6
Homeless	7
Socioeconomically Disadvantaged	76.3
Students with Disabilities	11.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	23.6	92.19	378.1	89.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.4	3.41	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.8	0.2	11953.1	4.28
Unknown/Incomplete/NA	2	7.81	30.1	7.11	15831.9	5.67
Total Teaching Positions	25.6	100	423.4	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)	25	89.29	378.6	87.29	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.1	0.95	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.57	14.6	3.38	11746.9	4.23
Unknown/Incomplete/NA	2	7.14	36.3	8.38	14303.8	5.15
Total Teaching Positions	28	100	433.7	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)	25	89.29	357.2	88.87	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	0.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.94	12112.8	4.34
Unknown/Incomplete/NA	3	10.71	29	7.23	13705.8	4.91
Total Teaching Positions	28	100	401.9	100	278927.1	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0.00	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	0

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)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	3.5

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

Westminster School District held a hearing on October 16, 2025 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 16, 2025.

Year and month in which the data were collected	October 2025
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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	McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with Integrated ELD (Program 2) / 2017 Spanish/Language Arts McGraw-Hill Education (Maravillas) / 2017 Scholastic Read 180/System 44 / 2011	0
Mathematics	McGraw-Hill (My Math) / 2016	0
Science	McGraw-Hill Inspire Science / 2020	0
History-Social Science	Social Studies SAAVAS/ 2022	0
Visual and Performing Arts	McMillan/ McGraw Hill (Spotlight on Music California) / 2009	0

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

School Facility Conditions and Planned Improvements

Willmore Elementary School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in August 2025.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget

Annually, the district assesses deferred maintenance needs and creates a budget for each school site. Based on availability of funds, the district focuses on safety needs first and prioritizes other facilities repairs accordingly. Typically deferred maintenance repairs include roofing, plumbing, heating, air conditioning, electrical systems, paving and flooring.

Year and month of the most recent FIT report

8/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Classroom A1 thru A4: No AC in classrooms Classroom D1 thru D4: No AC in classrooms Classrooms B1thru B4: No AC in classrooms Classrooms C1 thru C4: No AC in classrooms
Interior: Interior Surfaces		X		: Classrooms E1 thru E5: Roof leaks and stained ceiling tiles. Needs roof replacement MPR: MPR needs to be repainted and has several dirty areas on the walls
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			Admin: Rain gutters rusted and need replacement Classrooms E1 thru E5: Roof leaks and stained ceiling tiles. Needs roof replacement
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)	53	47	53	54	47	48
Mathematics (grades 3-8 and 11)	42	42	45	45	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	238	229	96.22	3.78	47.16
Female	121	117	96.69	3.31	49.57
Male	117	112	95.73	4.27	44.64
American Indian or Alaska Native	0	0	0	0	0
Asian	27	23	85.19	14.81	73.91
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	179	176	98.32	1.68	40.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	73.33
English Learners	59	53	89.83	10.17	5.66
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	112	95.73	4.27	33.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	14.81

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	238	235	98.74	1.26	41.70
Female	121	120	99.17	0.83	41.67
Male	117	115	98.29	1.71	41.74
American Indian or Alaska Native	0	0	0	0	0
Asian	27	25	92.59	7.41	44.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	179	179	100.00	0.00	39.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	73.33
English Learners	59	59	100.00	0.00	1.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	116	99.15	0.85	30.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	11.11

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)	36.23	28.75	35.46	36.89	30.73	32.52

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	80	80	100.00	0.00	28.75
Female	43	43	100.00	0.00	27.91
Male	37	37	100.00	0.00	29.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	27.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	0.00	21.62
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.

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	94.94%	98.73%	98.73%	98.73%	97.47%

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

Willmore Elementary School recognizes the strong connection between parent and community involvement and student success. Families and community members are encouraged to partner with teachers and school leadership through a variety of programs and organizations that support student learning and well-being, including Healthy Start, Parent and Community Volunteers, the GATE Program, School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), and monthly Coffee with the Principal meetings. Willmore also offers parent education opportunities such as School Smarts, which bring families from diverse backgrounds together to strengthen home-school connections and support student achievement.

Willmore Elementary is fortunate to receive ongoing support from community partners, including the City of Westminster and the Boys & Girls Club of Westminster. In addition, the school continues to strengthen its partnership with Westminster High School through the Dual Language Immersion program. These collaborative efforts provide students with meaningful cultural and academic experiences, including participation in celebrations such as Día de los Muertos, Cinco de Mayo, and TET, as well as cross-grade literacy and language activities led by high school AP Spanish students.

The school actively encourages parent involvement through multiple opportunities for communication, collaboration, and engagement. Events such as Back-to-School Night, Open House, and Parent Conferences are designed to welcome families, gather input, and support student success. Willmore maintains an active PTA and shares information through a monthly calendar and newsletter to keep families informed. Parents are welcome to meet with teachers or administrators as needed and to participate in monthly family engagement events, including STEAM Night, fitness nights, family movie nights, game nights, and holiday performances. Parent involvement is a valued and integral part of the Willmore Elementary school community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	505	39	7.7
Female	263	259	21	8.1
Male	248	246	18	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	58	56	2	3.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	393	390	33	8.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	34	33	2	6.1
English Learners	159	157	15	9.6
Foster Youth	12	11	0	0.0
Homeless	30	30	6	20.0
Socioeconomically Disadvantaged	397	391	36	9.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	76	14	18.4

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
2.09	0.39	1.96	3.83	2.23	2.05	3.6	3.28	2.94

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	0	0	0	0.08	0.07	0.06

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	1.96	0.00
Female	0.00	0.00
Male	4.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.94	0.00
English Learners	1.89	0.00
Foster Youth	8.33	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	1.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

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

Willmore Elementary School provides a safe, secure, and well-maintained campus that supports student learning and well-being. Originally built in 1965, the school offers updated facilities and adequate space to meet the needs of students and staff. The campus includes a kindergarten area, library media center, innovation lab, multipurpose room, and instructional classrooms. Students also have access to outdoor play areas, including playground equipment and grassy fields that support physical activity, sports, and recreational play.

The school's Comprehensive School Safety Plan is reviewed and updated annually to ensure the protection of students, staff, and school property while maintaining a positive learning environment. The Board of Education approved the School Site Safety Plan on November 20th 2025. All staff members receive annual training on safety procedures and protocols, and students are supervised throughout the school day by both certificated and classified staff to promote a safe and orderly campus.

Willmore Elementary is in compliance with all applicable laws and regulations related to hazardous materials, emergency preparedness, and California earthquake safety standards. The Westminster School District follows all state and local health and safety guidelines, as appropriate. Emergency preparedness procedures include regular earthquake, fire, and lockdown drills, as well as clearly defined response plans. Emergency supplies are maintained on campus, and established protocols are in place to ensure student and staff safety in the event of an emergency.

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	20	3	2	0
1	27	0	2	0
2	16	3	0	0
3	21	3	1	0
4	22	0	3	0
5	23	1	2	0
6	19	2	0	0
Other	14	2	1	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	21	2	1	0
1	20	2	1	0
2	26	0	2	0
3	22	1	2	0
4	26	0	3	0
5	22	2	1	0
6	17	2	0	0
Other	7	2	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
K	19	1	5	
1	20	2	4	
2	22	1	4	
3	25		4	
4	19	2	4	
5	22	1	5	
6	19	4		

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	691.43

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
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	\$22,410.70	\$11,865.77	\$ 10,544.93	\$ 97,726.00
District	N/A	N/A	\$ 10,604.71	\$117,105
Percent Difference - School Site and District	N/A	N/A	-0.6%	-200.0
State	N/A	N/A	\$11,146.18	\$101,700
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2024-25 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

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	\$53,741	\$61,597
Mid-Range Teacher Salary	\$98,849	\$98,902
Highest Teacher Salary	\$136,442	\$126,340
Average Principal Salary (Elementary)	\$139,908	\$158,383
Average Principal Salary (Middle)	\$139,908	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$348,400	\$288,332
Percent of Budget for Teacher Salaries	34.44%	31.29%
Percent of Budget for Administrative Salaries	4.35%	5.38%

Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training, reading and writing conferences, technology conferences and GATE conferences. In addition to district professional development Willmore has received training specifically for our Dual Language program in C6, the use of iStation and in CGI Math training.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	3	