

Weston Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/ .

2024-25 School Contact Information

School Name	Weston Elementary
Street	1660 Stanley Dr.
City, State, Zip	Ripon, CA 95366-3200
Phone Number	(209) 599-7113
Principal	Lisa Fereria
Email Address	lfereria@riponusd.net
School Website	https://www.westoneelementary.com/
Grade Span	K-8
County-District-School (CDS) Code	39686506106322

2024-25 District Contact Information

District Name	Ripon Unified District
Phone Number	(209) 599-2131
Superintendent	Dr. Ziggy Robeson
Email Address	zrobeson@riponusd.net
District Website	www.riponusd.net

2024-25 School Description and Mission Statement

Weston Elementary School opened in August 1986, as a K-3 school. Within three years Weston had two classes in all grades K-8. Classrooms consisted of portables with one permanent structure in the center of the campus which was the office and Multi Use Building. During the 2014-15 school year, Weston was completely rebuilt to include 2 permanent classroom buildings, a new Multi Use Building and a modernized central service building that was the old Multi Use Building. The new campus was re-opened in August of 2015. During the 24-25 school year one Transitional Kindergarten class was added to our school. Currently, Weston has one TK classroom, one Tier 3 classroom of 3rd-5th graders and two classes of students in grades K-8.

2024-25 School Description and Mission Statement

Weston serves 439 students in kindergarten through eighth grades. Students are primarily from "middle class" homes with 24.78% determined as being socioeconomically disadvantaged. Weston student body consists of 5.17% English Learners, 5.17% Limited English Proficient (EL's and RFEP's), 14.66% Students with Special Needs and an overall ethnic make-up of: 46.12 % white, 38.36% Hispanic, 5.82% Asian, .86% Black/African American, .22% Hawaiian/Pacific Islander, .22% American Indian/Alaskan Native, 1.29% Filipino and 4.96% Multiple Race/ethnicity. (all info pulled from CBEDS 2024)

Weston has 22 full time teachers, 1 full time counselor, and 7 itinerant staff members providing PE, Band, Music, Spanish and Special Education services (speech, psychologist, MFT). Classified positions include: 12 instructional aides providing services with RTI, speech, PE, nursing care and individualized support services in classrooms as needed. Full time Classified positions include: two full time custodians, two full time secretaries and one full time library clerk on site daily.

As of 2024-25, there are five K-8 elementary schools, one comprehensive high school and one continuation high school that operate on a traditional calendar of instruction. All K-8 instruction is provided in self-contained environments where students receive instruction from one homeroom teacher. Students in Kindergarten through 4th grades have received general music instruction this year. Beginning in 4th grade, students are given the opportunity to receive special instruction in band or orchestra from a district music teacher. Students in grades 5-8 receive spanish language lessons two times a week for 30 minutes. All students in grades 4-8 receive physical education instruction from a credentialed PE teacher 2-3 times each week. Our school staff includes 22 credentialed teachers, one administrator and the following support personnel: two full time Learning Center Aides, three full time Tier 3 class aides, two part time Learning Center aides, two secretaries, one library clerk, one bilingual liaison, one Speech and Language aide, one PE aide, and two custodians.

Our school has an active Parent Faculty Association (PFA), English Learners Advisory Committee (ELAC), Leadership Team and Student Study Team.

Mission: We provide an educational environment where students learn to think and problem solve in order to prepare them for higher education and the workforce.

Vision:
Our school will be a haven for harmony, courtesy, safety, and self-worth. We will embrace an atmosphere of goodwill and energy that creates a sense of belonging and family. We will teach in a way that addresses all modalities of learning. We will offer a variety of academic activities in an attempt to create an inclusive environment; so all students can be actively involved in learning. We will find ways to make learning enjoyable by appreciating creativity and having a good time in a respectful manner. Love and Logic principles are encouraged along with positive behavioral intervention strategies.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	42
Grade 1	45
Grade 2	50
Grade 3	52
Grade 4	48
Grade 5	52
Grade 6	49
Grade 7	48
Grade 8	53
Total Enrollment	439

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.5
Asian	6.4
Black or African American	1.1
Filipino	1.8
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.4
White	49.2
English Learners	7.1
Homeless	3.6
Socioeconomically Disadvantaged	22.1
Students with Disabilities	13.2

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)	18.90	90.79	175.80	88.83	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.50	2.50	1.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.30	3.71	12115.80	4.41
Unknown/Incomplete/NA	1.30	6.67	12.20	6.17	18854.30	6.86
Total Teaching Positions	20.80	100.00	197.90	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)	19.90	93.18	184.40	87.72	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.40	2.59	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.70	2.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.28	6.70	3.22	11953.10	4.28
Unknown/Incomplete/NA	1.30	6.49	8.80	4.20	15831.90	5.67
Total Teaching Positions	21.40	100.00	210.20	100.00	279044.80	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.

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)	19.50	93.36	180.70	88.07	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	2.23	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	3.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.80	4.30	11746.90	4.23
Unknown/Incomplete/NA	1.30	6.64	4.50	2.20	14303.80	5.15
Total Teaching Positions	20.90	100.00	205.20	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.50	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education; 2016 K-5: CA Wonders 6-8: CA Study Sync Frog Street; 2023 TK	Yes	0
Mathematics	McGraw-Hill Education; 2014 TK-2: My Math Houghton Mifflin Harcourt; 2014 3-5: Math In Focus 6-8: Math In Focus Frog Street; 2023 TK	Yes	0
Science	Amplify K-8 Frog Street; 2023 TK	Yes	0
History-Social Science	Studies Weekly; 2024 K-5 Frog Street; 2023 TK	Yes	0

	Glencoe McGraw-Hill; 2007 6-8: Discovering Our Past, CA Series: Ancient Civilizations, Medieval & Early Modern Times, The American Journey to WWI		
Health	Too Good For Drugs		0

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				December 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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			
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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	65	62	57	54	46	47
Mathematics (grades 3-8 and 11)	57	55	41	41	34	35

2023-24 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	306	305	99.67	0.33	62.30
Female	150	149	99.33	0.67	67.79
Male	156	156	100.00	0.00	57.05
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	76.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	106	105	99.06	0.94	53.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	47.62
White	148	148	100.00	0.00	66.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	90	98.90	1.10	45.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	53	100.00	0.00	20.75

2023-24 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	306	305	99.67	0.33	54.75
Female	150	149	99.33	0.67	53.02
Male	156	156	100.00	0.00	56.41
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	76.47
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	106	105	99.06	0.94	40.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	57.14
White	148	148	100.00	0.00	60.14
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	90	98.90	1.10	37.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	53	100.00	0.00	15.09

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	48.65	47.12	42.73	45.95	30.29	30.73

2023-24 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	105	104	99.05	0.95	47.12
Female	58	57	98.28	1.72	56.14
Male	47	47	100.00	0.00	36.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	31.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	54	100.00	0.00	53.70
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.88	3.12	38.71
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.

2023-24 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 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	100	98.1	98.1	98.1	98.1
Grade 7	100	98	100	98	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Weston Elementary has a very active and supportive Parent Faculty Association (PFA). The continual efforts and financial contributions of the PFA have allowed for the purchase of projectors for all classrooms, web based Accelerated Reading Program, Promethean boards, as well as field trips at every grade level. PFA continues to provide needed financial support for classrooms as individual teacher needs arise. All parents are encouraged to attend PFA meetings and assist with fundraising, but to also gain knowledge as to what special events are going on at their child's school. The school principal, office staff and PFA board are the contacts for parents seeking school involvement.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	454	19	4.2
Female	223	223	8	3.6
Male	233	231	11	4.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	161	160	6	3.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	3	16.7
White	219	218	8	3.7
English Learners	33	33	0	0.0
Foster Youth	--	--	--	--
Homeless	18	17	0	0.0
Socioeconomically Disadvantaged	136	134	12	9.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	78	5	6.4

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.21	1.89	0.66	1.78	1.71	1.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.09	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.66	0.00
Female	0.00	0.00
Male	1.29	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	1.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.27	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.

2024-25 School Safety Plan

The Safe Schools Plan is in use by Weston Elementary and is updated as needed at quarterly Safety Committee meetings. The Ripon Police Department provides input to the plan. Over the course of the 2013-14 school year a comprehensive Safety plan was created for all RUSD school sites with full implementation of plans occurring during the 2014-15 and subsequent

2024-25 School Safety Plan

school years. The Weston School Safety plan is approved by SSC annually and procedures are reviewed with staff monthly. Each teacher has received a RED FlipChart for use in their classroom for emergency response procedures. Teachers review safety procedures with students over the course of the school year.
 Safety Plan review and approval: 3/2025

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.

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	23		2	
1	24		2	
2	21		2	
3	24		2	
4	24		2	
5	24		2	
6	25		2	
Other	28		4	

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	1	1	
1	24		2	
2	24		2	
3	21	1	1	
4	25		2	
5	25		2	
6	25		2	
Other	28		4	

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	22		2	
1	23		2	
2	24		2	
3	26		2	
4	21	1	1	
5	26		2	
6	25		2	
Other	26		4	

2023-24 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	1:439

2023-24 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)	0.3
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,422.11	\$3,382.62	\$9,039.49	\$75,167.51
District	N/A	N/A	\$9,205.37	\$79,000
Percent Difference - School Site and District	N/A	N/A	-1.8	-5.0
State	N/A	N/A	\$10,771	\$87,655
Percent Difference - School Site and State	N/A	N/A	-17.5	-15.3

Fiscal Year 2023-24 Types of Services Funded

Weston's Response to Intervention team includes three full time teachers. These teachers have the task of meeting the IEP needs of students on campus as well as providing push-in interventional services across all grades. One teacher is dedicated to those students enrolled in our Tier 3 class which consists of students with more significant educational needs that can not be met in the general education classroom. Additional staff includes a health aide on site all day, four district music teachers once a week; a full time counselor on site daily; a district P.E. teacher 2-3 days per week for grades 4-8; a district psychologist whose primary function is to service students referred for special education & counseling; a speech therapist 2-3 days a week; and one full time bilingual aide servicing students in classrooms daily.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$53,544	\$54,930
Mid-Range Teacher Salary	\$77,357	\$85,386
Highest Teacher Salary	\$104,252	\$111,172
Average Principal Salary (Elementary)	\$139,594	\$136,564
Average Principal Salary (Middle)	\$0	\$141,339
Average Principal Salary (High)	\$142,600	\$153,241
Superintendent Salary	\$225,000	\$224,537
Percent of Budget for Teacher Salaries	30.63	28.69
Percent of Budget for Administrative Salaries	4.8	5.55

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. CAASPP data and district benchmark data, as well as teacher surveys, are used to determine professional development needs.

Professional Development

Weston Elementary utilizes site and district funds for professional development opportunities and grade level meetings with teachers to monitor student progress. STAR 360 Renaissance assessments are used to monitor student progress over the course of the school year. STAR 360 assessments are given approximately once every 6-8 weeks. Professional development has focused upon Math, EB Writing for grades 5-8 and Heggerty Phonemic Awareness/Phonics training and Handwriting without Tears for grades TK-3.

Teachers participate in a variety of trainings on site, as well as attending workshops and conferences off site. Teachers observe each other during lesson execution to learn from each other and watch student learning. Lesson observation among classrooms is arranged by the Principal in an effort to support teacher and student learning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5