

School Accountability Report Card Reported for School Year 2007-08

Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. Data and Access

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate early Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners).

[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 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.

II. About This School

[Contact Information](#)

This section provides the school's contact information.

School		District	
School Name	Willits Charter	District Name	Willits Unified
Street	7 South Marin Street	Phone Number	(707) 459-5314
City, State, Zip	Willits, Ca 95490	Web Site	www.willitsunified.net
Phone Number	(707) 459-5506	Superintendent	Debra Kubin
Principal	Sally Rulison	E-mail Address	dkubin@willits.k12.ca.us
E-mail Address	wcs@willitscharter.org	CDS Code	23-65623-2330363

[School Description and Mission Statement](#)

This section provides information about the school's goals and programs.

Willits Charter School is a voluntary 6th through 12th grade alternative education school designed to provide a quality educational option for students in a small, safe, family-oriented environment. Our goal is to promote learning, discovery and personal growth among all members of the school community-students, teachers, administration and parents-and to maintain high academic standards while addressing a wide range of learning disabilities, needs and styles. We maintain that learning and growth are fostered by removing fear from the school environment and by empowering all members of the learning community to take responsibility for and accept the consequences of their own actions. All our educational policies and procedures are informed by the value of individual responsibility. We place equal emphasis on character development and academic excellence, seeking to instill respect and compassion in all learners. We recognize that the implicit messages contained in the school environment are as powerful a part of the curriculum as the explicit course of study. We believe that in education process is as important as measurable results. We value the humanities and sciences equally, and seek interdisciplinary approaches whenever possible. We have a commitment to reading literacy, and critical thinking in every part of the curriculum. We also believe it is important to allow learners to experience failure, to seek solutions to their difficulties, and to see negative situations as opportunities for growth. Finally, we seek to inspire students who are self-reliant, creative, curious, respectful and responsible; and we hope to instill a love of learning that will stay with our students all their lives.

[Opportunities for Parental Involvement](#)

This section provides information about opportunities for parents to become involved with school activities.

Parents agree to provide 40 hours of school support per year. Besides working in classrooms with students, parents (or other adult sponsors) assist the school with various fundraisers, dances and public events. The Charter School Board is the governing board of the school and is composed primarily of parents. With parental involvement, WCS classrooms are enriched with the experience and knowledge of these adults. WCS also encourages parents to join students on field trips and assist students with other major projects and school activities, such as class celebrations, class presentations and Science Fair.

[Student Enrollment by Grade Level](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	22
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	16
Grade 3		Grade 10	13
Grade 4		Grade 11	14
Grade 5		Grade 12	15
Grade 6	15	Ungraded Secondary	0
Grade 7	20	Total Enrollment	115

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.74%	White (not Hispanic)	67.83%
American Indian or Alaska Native	5.22%	Multiple or No Response	21.74%
Asian	0%	Socioeconomically Disadvantaged	40%
Filipino	0%	English Learners	0%
Hispanic or Latino	3.48%	Students with Disabilities	5%
Pacific Islander	0%		

[Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	12.5	6	0		12.9	7	0		14.7	6	0	
Mathematics	12.8	6			13.4	7			11.6	8		
Science	13.8	5			17.6	5			12.8	6		
Social Science	10.8	6			14.3	6			14.4	8		

III. School Climate

[School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

Date of Last Review/Update: 3/23/07

Last Discussed with Staff: 3/23/07

Staff members are instructed to personally respond to student behavior and are given guidelines at the beginning of the school year. Behavior policy is available and changes are posted for at least 3 weeks at the time changes are made. All new students are given an outline of behavior expectations and procedures are in place to respond to inappropriate behavior. Good citizenship is promoted through community service, peace prize awards, and ongoing input from staff and parents. Adult supervision is provided at all times while school is in session. Fire, earthquake and other emergency drills are conducted on a regular basis. School premises are inspected monthly and a report is logged. Each classroom is equipped with emergency supplies and an exit map is posted. All exits have school maps posted that identify shut off valves, emergency evacuation and an emergency meeting site.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

WCS is a small school, with 115 students for the 2007-08 school year and an average class size of 12.5 students, which enables students to receive individualized attention from teachers. In addition, WCS has a 7th block tutorial program in which students can come for an extra hour 4 days per week to receive tutorial support in all the core subject areas. WCS has developed innovative discipline/behavior systems that promote self-awareness, so that the students, themselves can change behavior that promotes a safe and positive learning environment. WCS believes that all students have the ability to become a positive, involved community member, and our discipline system helps them find ways to achieve this behavior. A new policy of academic/behavior procedures was instituted at the beginning of the 4th quarter. A copy of this policy is given to each student for parent, student and school official initials.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	11	8	7	13.4	18.4	16.3
Expulsions	0.0	0.0	0.0	0.2	0.2	0.4

IV. School Facilities

School Facility Conditions and Planned Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The parents at WCS volunteer to do cleaning on a regular basis as well as a number of jobs that only need to be done 2 or 3 times a year. WCS also employs a maintenance person who comes in 3 times per week to do those jobs that need constant attention. WCS is in a constant process of trying to upgrade facilities by doing fundraising and asking parent volunteers to repair, maintain and upgrade the many shortcomings of our building and its contents.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			

Electrical (interior and exterior)		X		Inadequate wiring in some rooms
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs		X		Yearly resurfacing
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	6	6	6	123
Without Full Credential	1	0	1	3
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2007-08	2007-08
Misassignments of Teachers of English Learners	n/a	n/a	n/a
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.4	2.6
All Schools in District	94.6	5.4
High-Poverty Schools in District	61.5	38.5
Low-Poverty Schools in District		

[Substitute Teacher Availability](#)

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

WCS contracts substitutes from the district or county list of qualified teachers in the areas in which they are qualified to teach. Substitutes for non-core classes are individuals who have personal expertise in the subject matter.

[Teacher Evaluation Process](#)

This section provides information about the procedures and the criteria used for teacher evaluations.

The Willits Charter School director conducts evaluations of all core teachers in March or April. We use the model adapted by the Willits Unified School District, California Standards for the Teaching Profession, and assessments particular to the uniqueness of WCS. Evaluations include performance review, goal setting, formal and informal classroom observations by the director, and a written evaluation aligned with the standards for the teaching profession.

VI. Support Staff

[Academic Counselors and Other Support Staff](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0.235 provided by WUSD	n/a
Other	n/a	n/a

VII. Curriculum and Instructional Materials

[Quality, Currency, and Availability of Textbooks and Instructional Materials](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks & Instructional Materials
Reading/Language Arts	WCS uses textbooks that are consistent with contents and cycles of state adopted curriculum in Language Arts	0
Mathematics	WCS uses textbooks that are consistent with contents and cycles of state adopted curriculum in Mathematics	0
Science	WCS uses textbooks that are consistent with contents and cycles of state adopted curriculum in Science	0
History-Social Science	WCS uses textbooks that are consistent with contents and cycles of state adopted curriculum in History-Social Science	0
Foreign Language	Spanish 1 & 2 textbooks and curriculum consistent with contents and cycles of state adopted curriculum	0

Health	WCS uses textbooks that are consistent with contents and cycles of state adopted curriculum in Health	0
Science Laboratory Equipment (grades 9-12)	WCS has current, available science equipment for lab groups of 2-4 students.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6179	\$743	\$6170	\$34138
District	n/a	n/a	\$6334	\$54793
Percent Difference – School Site and District	n/a	n/a	(2.5%)	36.8%
State	n/a	n/a	\$5300	\$59271
Percent Difference – School Site and State	n/a	n/a	14%	39.6%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Willits Charter School is a public school that provides general education services with opportunities in alternative education services and extensive choices in art electives.

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	63	57	66.2	41	39	42	42	43	46
Mathematics	32	34	48.4	34	35	36	40	40	43
Science	57	69	71.6	29	36	45	35	38	46
History-Social Science	42	42	60	30	24	30	33	33	36

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native	*	*	*	*
Asian	*			
Filipino				
Hispanic or Latino	*			
Pacific Islander				
White (not Hispanic)	65	46	77	59
Male	66	44	85	73
Female	69	46	74	55
Economically Disadvantaged	53	39	65	
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required to by federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site.

[CAHSEE Results by Performance level for All Students – Three Year Comparison](#)

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	1007-08	2005-06	2006-07	2007-08	2005-06	2007-07	2007-08
English	*	100.0	*	53.0	42.6	51.9	51.1	48.6	52.9
Mathematics	*	57.1	81.8	40.9	44.2	44.1	46.8	49.9	51.3

[California Physical Fitness Test Results](#)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	37.5
9	27.3

X. Accountability

[Academic Performance Index](#)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	9	9	8
Similar Schools	n/a	n/a	n/a

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2007-08	2007
All Students at the School	-24	36	-19	793
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				814
Socioeconomically Disadvantaged				
English Learners	n/a	n/a		
Students with Disabilities	n/a	n/a		

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes

Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	n/a	1
Percent of Schools Currently in Program Improvement	n/a	9.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (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 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 University of California Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web site.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)				1.7	0.9	3.5	3.1	3.5	4.4
Graduation Rate	100.0	100.0	100.0	94.2	94.3	95.0	85.0	83.0	97.3

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student

group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	100%		
African American			
American Indian or Alaska Native	N/A		
Asian			
Filipino			
Hispanic or Latino	N/A		
Pacific Islander			
White (not Hispanic)	N/A		
Socioeconomically Disadvantaged	N/A		
English Learners			
Students with Disabilities	N/A		

[Career Technical Education Programs](#)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Willits Charter School has a culinary arts program that teaches students proper kitchen hygiene and basic cooking skills and techniques. This program is not an official career technical education program but a real life skill class.

[Courses for University of California and/or California State University Admission](#)

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	51.3
Graduates Who Completed All Courses Required for UC/CSU Admission	50.0

[SAT Reasoning Test](#)

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: Scores are not shown when the number of students tested is 10 or less either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test	57.1	25.0	42.86
Average Verbal Score		670	673
Average Math Score		580	490
Average Writing Score	n/a	613	607

XII. Instructional Planning and Scheduling

[School Instruction and Leadership](#)

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The school's Director provides leadership at WCS. The current director has been involved with the school since its inception and has been in the director position for 3 years. Input from teachers is highly valued with weekly meetings with teachers and administration. The Board of Directors is also directly involved in planning and decision-making, and meeting weekly with an executive committee composed of the board president, director and business manager. Curriculum and instruction is continually reviewed and revised based on State Framework and Curriculum Standards. An emphasis is placed on reading and writing as the basis for success in all core subjects. The entire school engages in a sustained silent reading period for 20 minutes a day. Students are provided with opportunity for additional instruction with daily afternoon tutorials. An interdisciplinary approach to teaching is used whenever possible. WCS contracts with Willits Unified for Special Education Services.

[Professional Development](#)

This section provides information about the program for training the school's teachers and other professional staff.

WCS conducts a minimum of 3 teacher-in-service trainings a year, addressing a wide range of professional best-practice issues. Our teachers are encouraged to enroll in trainings based on their individual needs as teachers. Some of these trainings involve Professional Science Teacher Association trainings, math-specific trainings, special education issues and/or California Charter School conferences.

[Instructional Minutes](#)

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6	69,090	54,000
7	69,090	54,000
8	69,090	54,000
9	69,090	64,800
10	69,090	64,800
11	69,090	64,800
12	69,090	64,800

[Minimum Days in School Year](#)

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

35 days were short days for staff meetings and parent conferences.