Myron D. Witter 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	Myron D. Witter Elementary School
Street	150 K St.
City, State, Zip	Brawley, CA 92227
Phone Number	760-344-0750
Principal	Alma Cortez
Email Address	acortez@besd.org
School Website	https://www.besd.org/o/mdws
Grade Span	K-5
County-District-School (CDS) Code	13-63073-6008296

2025-26 District Contact Information

District Name	Brawley Elementary School District
Phone Number	760-344-2330
Superintendent	Luis Panduro
Email Address	lpanduro@besd.org
District Website	www.besd.org

2025-26 School Description and Mission Statement

Witter's Vision
At Myron D. Witter Elementary, meaningful learning opportunities open the door for all children to become life-long learners through a rigorous, standards-aligned curriculum, enhanced by technology. Our children are empowered to become independent thinkers, problem solvers, and responsible citizens.

Witter's Mission
ALL students at Myron D. Witter will meet or exceed state/federal standards. In order to fulfill our mission, we are dedicated to creating a school in which:

2025-26 School Description and Mission Statement

1. A collaborative culture ensures staff members work together interdependently to better meet the needs of their students and to analyze and improve their professional practice;
2. Structures are in place to ensure students having difficulties have additional time and support for learning;
3. Student data is evaluated and analyzed to identify areas of student need on a continuing basis;
4. The School Plan for Student Achievement is reviewed and revised based on data and student need;
5. Professional development is provided for staff to utilize data, research based strategies, and intervention models to guide instruction and enhance the learning environment for all students;
6. Opportunities are provided for parents to be an integral part of their child's success;
7. Rigorous, research-based differentiated programs are implemented to meet all students' needs; and
8. There is a safe and orderly environment.

Witter's Goals
Our goals are to increase the literacy of all students, to nurture students both academically and socially, to continue to build a positive school climate, to increase parent and community participation, support, and involvement in the school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	167
Grade 1	107
Grade 2	102
Grade 3	116
Grade 4	129
Grade 5	120
Total Enrollment	741

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
Asian	0.1
Black or African American	0.7
Filipino	0.1
Hispanic or Latino	91.6
Two or More Races	0.4
White	6.7
English Learners	30.2
Foster Youth	0.5
Homeless	0.8
Migrant	4.7
Socioeconomically Disadvantaged	74.9
Students with Disabilities	16.2

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.

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)	36.5	94.81	181.7	95.66	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.53	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.6	3	1.58	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.2	0.66	11953.1	4.28
Unknown/Incomplete/NA	1	2.6	3	1.58	15831.9	5.67
Total Teaching Positions	38.5	100	189.9	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)	37.4	98.68	179.1	95.77	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3	1.6	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.29	2	1.07	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	2.9	1.56	14303.8	5.15
Total Teaching Positions	37.9	100	187	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)	38.2	96.95	176.6	93.44	230039.4	100
Intern Credential Holders Properly Assigned	1	2.54	3	1.59	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.51	5	2.64	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	4.4	2.33	13705.8	4.91
Total Teaching Positions	39.4	100	189	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	0.2
Misassignments	1.00	0.4	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0.4	0.2

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	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	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)	5.9	3.1	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	0

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

The school district held a public hearing on October 14, 2025. On October 14, 2025, it was determined that all students 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. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the school Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2025 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The Sufficiency of Instructional Materials was adopted by the Governing Board on 10/14/25.

Year and month in which the data were collected	October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Learning Without Tears 2022 K-4 DLI California Benchmark Advance-English 2021 K-4 DLI California Benchmark Adelante-Spanish 2021 K-5 McGraw Hill CA Reading Wonders 2016	0%
Mathematics	TK McGraw Hill "My Math" 2015 K-5 Houghton Mifflin-Harcourt "California Go Math" 2015	0%
Science	TK-2 Twig Science 2020 3-5 Amplify Science Elementary California 2020	0%
History-Social Science	TK Learning Without Tears 2022 K-3 DLI Teacher Created Materials, Exploring Social Studies California Edition (English & Spanish) 2021 K-5 Studies Weekly 2023	0%
Foreign Language	N/A	N/A

Health	N/A	
Visual and Performing Arts	N/A	

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

School Facility Conditions and Planned Improvements

Myron D. Witter Elementary School is situated on 11 acres. School buildings span more than 68,000 square feet, and consist of 27 permanent classrooms,16 portable classrooms, a multipurpose room, a library, a playground, administrative offices, restrooms, and storage rooms.

The chart shows the results of the most recent school facilities inspection. The items noted in the table have been corrected or are in the process of remediation.

Maintenance & Repair
The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. Maintaining all facets of building systems through reactive and corrective maintenance ensures healthy, comfortable buildings and safe productive environments for all members of the school community. A work order process is used to ensure efficient service and highest priority to emergency repairs.

Cleaning Process & Schedule
A team of full-time custodians as well as a crew of gardeners ensure school buildings and campus grounds are clean, safe and ready for use at all times.

Improvements
A new 60'x120' shade structure and assembly area with bleachers was completed at the start of the 2024-25 SY.
The new TK Playground Project, which includes a new play structure, swing sets and rubberized play surfacing was completed during Winter Break 2023.
Facilities modernization, which includes a cafeteria expansion project and outdoor shade installation, is planned to accommodate more students for indoor and outdoor eating as well as create a larger multi-purpose area for school related activities.
Main office modifications will include better secured reception areas and permanent built-in plexiglass protection.
Water meters and backflow devices will be installed where deficient campus wide.

25-26 FIT OVERALL RATING: 99.18% EXEMPLARY

Year and month of the most recent FIT report	10/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100%
Interior: Interior Surfaces	X			98.59%
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			100%
Electrical	X			98.59%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			97.69%
Safety: Fire Safety, Hazardous Materials	X			100%
Structural: Structural Damage, Roofs	X			100%
External:	X			98.59%

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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)	39	40	34	39	47	48
Mathematics (grades 3-8 and 11)	29	35	22	24	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	353	348	98.58	1.42	39.94
Female	163	159	97.55	2.45	50.94
Male	190	189	99.47	0.53	30.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	331	326	98.49	1.51	37.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	18	18	100.00	0.00	72.22
English Learners	104	101	97.12	2.88	10.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	268	98.17	1.83	32.84
Students Receiving Migrant Education Services	20	17	85.00	15.00	17.65
Students with Disabilities	62	62	100.00	0.00	16.13

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	353	350	99.15	0.85	35.43
Female	163	161	98.77	1.23	37.27
Male	190	189	99.47	0.53	33.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	331	328	99.09	0.91	33.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	77.78
English Learners	104	104	100.00	0.00	13.46
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	273	270	98.90	1.10	28.89
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Students with Disabilities	62	62	100.00	0.00	8.06

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)	21.88	23.73	12.93	17.83	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	118	118	100.00	0.00	23.73
Female	53	53	100.00	0.00	24.53
Male	65	65	100.00	0.00	23.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	111	111	100.00	0.00	19.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	36	36	100.00	0.00	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	87	100.00	0.00	17.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	9.09

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	100%	100%	100%	100%	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.

2025-26 Opportunities for Parental Involvement

The staff at Myron D. Witter Elementary, realizes the positive correlation between parent involvement and student success. For this reason, our staff members continually search for new avenues in which to involve parents and community members to participate in the education of our students. Our staff's commitment to parent involvement is evident through their contributions to the Myron D. Witter School's Parent Involvement Policy. The policy is a result of hard work and careful planning by students, parents, teachers, and administrators.

The policy reads as follows: "Our goal is to: provide a positive learning environment that allows parents the opportunities to be involved in the planning, review, and improvement of school programs, maintain meaningful communication between parents and school on a regular basis, and provide families with practical techniques and strategies that will enable them to work with their children at home to support academic efforts and social development."

The school is confident that much of its success is the product of parents who take an active role in their children's education.

Several organizations have been created to give parents and community members an opportunity to express their ideas, concerns, and feelings. Parent/community-related groups include:

- The Parent Teacher Organization (PTO)
- School Site Council (SSC)
- Parent Volunteer Program
- English Language Advisory Council (ELAC)

The purpose of our School Site Council (SSC) and the English Language Advisory Council (ELAC) is multifaceted. These committees promote academic excellence while creating a spirit of cooperation between parents, staff, and students. Input gathered from staff, parents, and students reflect changing improvement needs and priorities; while providing a forum for questions relating to the school and its improvement.

Our Parent Teacher Organization (PTO) is charged with the responsibility of supporting the welfare of all students. It also enriches the school's base program by supporting the goals outlined in the School Plan for Student Achievement. Lastly, through annual fundraisers, it provides additional financial support for various school functions and needs. Local businesses lend their support by providing incentives to support student achievement, attendance, and effort. Throughout the school year, students are rewarded for making positive choices as well as exhibiting positive citizenship. It is greatly appreciated that so many businesses continue to support education in our community.

The staff of Myron D. Witter School continues to support parent/community involvement and parent/community participation in our students' education. Staff collaborates to provide for the needs of parents/community members to ensure their involvement and that their children's progress is on-going. For additional information about organized opportunities for parent involvement at Myron D. Witter, please contact Alma Cortez, Principal and/or Marta Gonzalez, Vice Principal at (760) 344-0750.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	779	764	170	22.3
Female	362	358	62	17.3
Male	417	406	108	26.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	716	702	161	22.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	52	52	8	15.4
English Learners	242	237	55	23.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	595	586	154	26.3
Students Receiving Migrant Education Services	36	35	10	28.6
Students with Disabilities	141	138	42	30.4

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
2.15	2.99	1.54	5.24	5.94	5.15	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	0.07	0.1	0.07	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	1.54	0.00
Female	0.00	0.00
Male	2.88	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	1.68	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	1.24	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.34	0.00
Students Receiving Migrant Education Services	2.78	0.00
Students with Disabilities	0.71	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

Myron D.Witter Elementary provides a safe, clean environment for students, staff, and volunteers. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Many people visit the campus to volunteer in the classroom and participate in school events. Volunteers must apply for and receive fingerprint and background clearance through our District Office. Volunteers and visitors are welcome and must register when entering campus using our Raptor Program. Volunteers/Visitors are required to return to the school office upon departure and return their Raptor clearance sticker.

To ensure a safe and orderly campus environment, school grounds are monitored before, during, and after school by assigned staff including administration, teachers, classified staff, duty supervisors and two part time security guards. Brawley Elementary School District has established a detailed disaster plan for each of its schools in the event of a disaster. The plan clearly explains specific duties and responsibilities for all levels of staff and site personnel, including certificated, classified, and support staff. The plan is designed to ensure student and staff safety during a disaster. The Comprehensive Safety Plan was developed by the district in consultation with local law enforcement and fire officials and is in compliance with Senate Bill 187 of 1997.

The Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Components of the Comprehensive Safety Plan include current status of school crime, child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, the sexual harassment policy, the dress code, and procedures related to the compliance of existing laws as they affect school safety.

Fire drills are conducted monthly throughout the school year. Earthquake, intruder, bomb-threat, and disaster drills are conducted throughout the year. Safety procedures, including elements of the Comprehensive Safety Plan, are reviewed with school and District staff in the Fall, and approved by School Site Council by February of each school year. An updated copy of the plan is available to the public at the District office. The plan was last updated, reviewed with staff and parents, and will be approved by the Governing Board (Pending Board Approval)

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	21	4	1	
1	24		4	
2	20	3	2	
3	22		4	
4	30		4	
5	29		4	
6	24	1	4	
Other	23	3		1

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	24		6	
1	23		4	
2	21	2	3	
3	21		5	
4	25		4	
5	31		4	
6	29		4	
Other	24	3		

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	24		4	
1	24		4	
2	24		4	
3	21		5	
4	30		4	
5	27		4	
Other	14	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	828

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	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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	22,536	9,743	12,793	126,323
District	N/A	N/A	20,406	
Percent Difference - School Site and District	N/A	N/A	-45.9	
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

Brawley Elementary School District spent an average of $28,858 to educate each student. The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts statewide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http:// www.ed-data.org.

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	$68,116	$61,516
Mid-Range Teacher Salary	$114,094	$95,479
Highest Teacher Salary	$159,391	$125,208
Average Principal Salary (Elementary)	$178,886	$152,668
Average Principal Salary (Middle)	$178,886	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$231,908	$242,781
Percent of Budget for Teacher Salaries	28.8%	29.76%
Percent of Budget for Administrative Salaries	4.42%	5.74%

Professional Development

During the current school year and the past two years, the district has continued to provide high-quality professional development aligned to instructional priorities and the theme "Equity for Each Child," with a strong focus on inclusive practices. Staff have participated in professional learning through publisher trainings and district-led sessions focused on curriculum, instruction, PLCs, SEL, PBIS, and strategies to support diverse student groups. Additional trainings have addressed inclusive practices, co-teaching models, family engagement, and the effective use of instructional resources such as Achieve 3000. Site Educational Technology Mentors have provided hands-on support and after-school training to teachers, while new teachers have received targeted professional development in addition to the Induction Program. Site administrators have also participated in leadership training and coaching to strengthen instructional leadership and support continuous improvement across schools.

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	4.5	4.5	4.5