



[SARC Home](#) » Weed Elementary

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card Reported Using Data from the 2019–2020 School Year California Department of Education

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, 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 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.

Mr. Jon Ray, Superintendent/Principal

- Principal, Weed Elementary

About Our School

Born and raised in Weed, California, Mr. Jon Ray has served in California's public school system for 27 years. As a school principal, education administrator and superintendent for more than 21 years, Mr. Ray has worked at seven different California school districts from preschool to 12th grade. Previously, Mr. Ray served as Superintendent for Bishop Unified School District, Superintendent for the Klamath-Trinity Joint Unified School District, Principal and Director of Curriculum and Instruction in the Bonsall Union School District, Superintendent/Principal of Colfax Elementary School District, Principal in the Rio Linda Union School District and teacher in both Rio Linda Union School District and Dry Creek Joint Unified School District. As a coach, Mr. Ray had the honor of coaching 3 championship teams in two different sports, basketball and football. As a classroom teacher, Jon was twice named "Teacher of the Year"; as an administrator, he received the "Outstanding Young Educator Award" and was recipient of "Best Business Practices in Government Award" from the Lions Club.

Mr. Ray attended junior college at the College of the Siskiyous and then transferred to California State University, Sacramento where he earned his bachelor's degree in social science. While there, he participated in the Army ROTC program and worked as a tutor helping students with social science and history courses. He went on to obtain his Master's Degree in Education Administration from National University in Sacramento, graduating with a 4.0 GPA. He is currently completing coursework for his PhD in Educational Technology from Capella University based out of Minneapolis, Minnesota.

Mr. Ray spearheaded 27 major construction projects to re-organize and modernize district facilities in Klamath-Trinity. Although the total cost of these projects exceeded \$120 million, only \$5.7 million of this sum came from local sources.

Jon Ray belongs to several professional organizations, including Small Schools Districts' Association, National Association of Federally Impacted Schools (NAFIS), the California Association of Federally Impacted Schools (CAFIS), which he currently holds the office of Past President, and the Association of California School Administrators (ACSA).

Contact

Weed Elementary
575 White Ave.
Weed, CA 96094-2431

Phone: 530-938-2715

Email: wesprincipal@weedelementary.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Weed Union Elementary

Phone Number	(530) 938-2715
Superintendent	Jon Ray
Email Address	jray@weedelem.k12.ca.us
Website	www.weedelementaryschool.com

School Contact Information (School Year 2020–2021)

School Name	Weed Elementary
Street	575 White Ave.
City, State, Zip	Weed, Ca, 96094-2431
Phone Number	530-938-2715
Principal	Mr. Jon Ray, Superintendent/Principal
Email Address	wesprincipal@weedelementary.k12.ca.us
Website	http://www.weedelementaryschool.com
County-District-School (CDS) Code	47704826050942

Last updated: 3/22/2021

School Description and Mission Statement (School Year 2020–2021)

Weed Elementary is proud that we have been able to re-open our doors to in-person instruction in August of 2020.

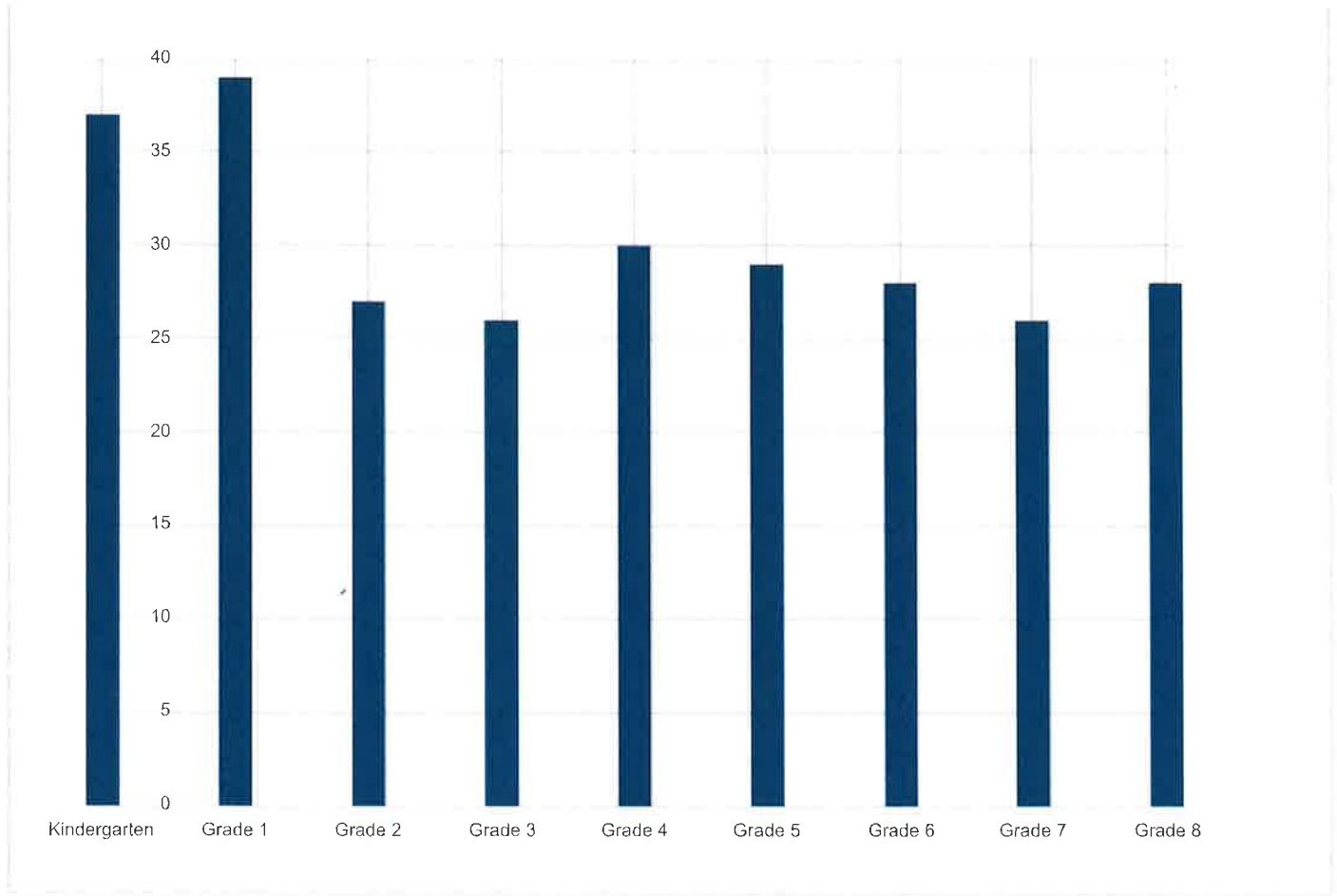
Weed Elementary is a single school district kindergarten through eighth grade, within a rural mountain community. The district has an unduplicated count of 84% Low Income, English Learner, and Foster Youth students. Weed Elementary School has stakeholder meetings throughout the year to discuss ways the school can support success for this majority group using supplemental and concentration grant funds.

Weed Elementary School students have the same opportunity to high quality Common Core State instruction and materials; along with becoming skilled at using technology. All students have 1:1 technology. One element of focus is on parent involvement and access to information. Weed Elementary provides many opportunities for parent information by using the Remind App, Facebook, school web site, the local paper, a marquee out front and the use of the auto-dialer to inform parents of information and activities

Last updated: 3/22/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	37
Grade 1	39
Grade 2	27
Grade 3	26
Grade 4	30
Grade 5	29
Grade 6	28
Grade 7	26
Grade 8	28
Total Enrollment	270



Last updated: 3/22/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	7.00 %
American Indian or Alaska Native	2.60 %
Asian	6.30 %
Filipino	%
Hispanic or Latino	24.10 %
Native Hawaiian or Pacific Islander	0.40 %
White	44.40 %
Two or More Races	15.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.60 %
English Learners	10.40 %

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	13.70 %
Foster Youth	1.50 %
Homeless	4.40 %

State Priority: Basic

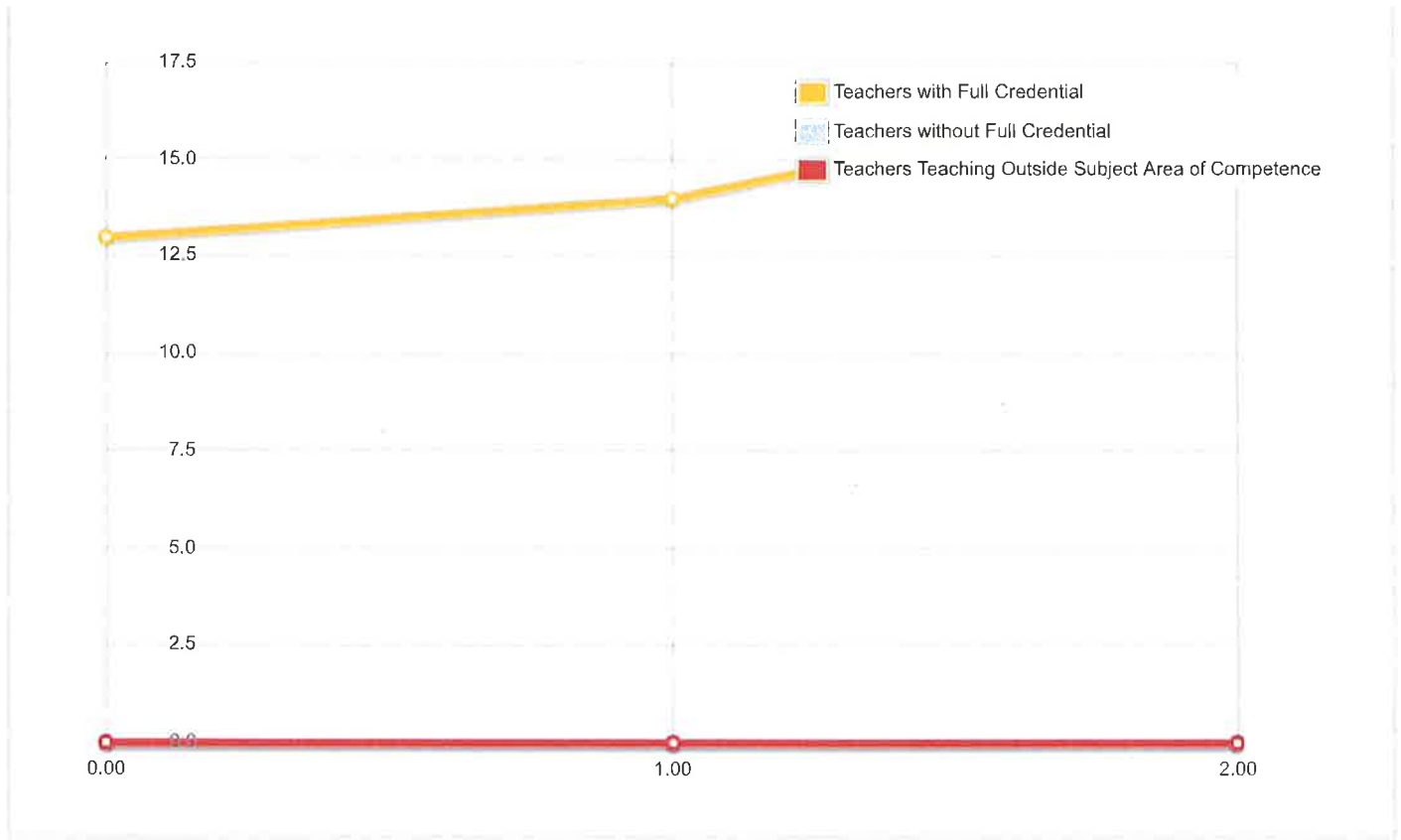
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

Teacher Credentials

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	13	14	17	17
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

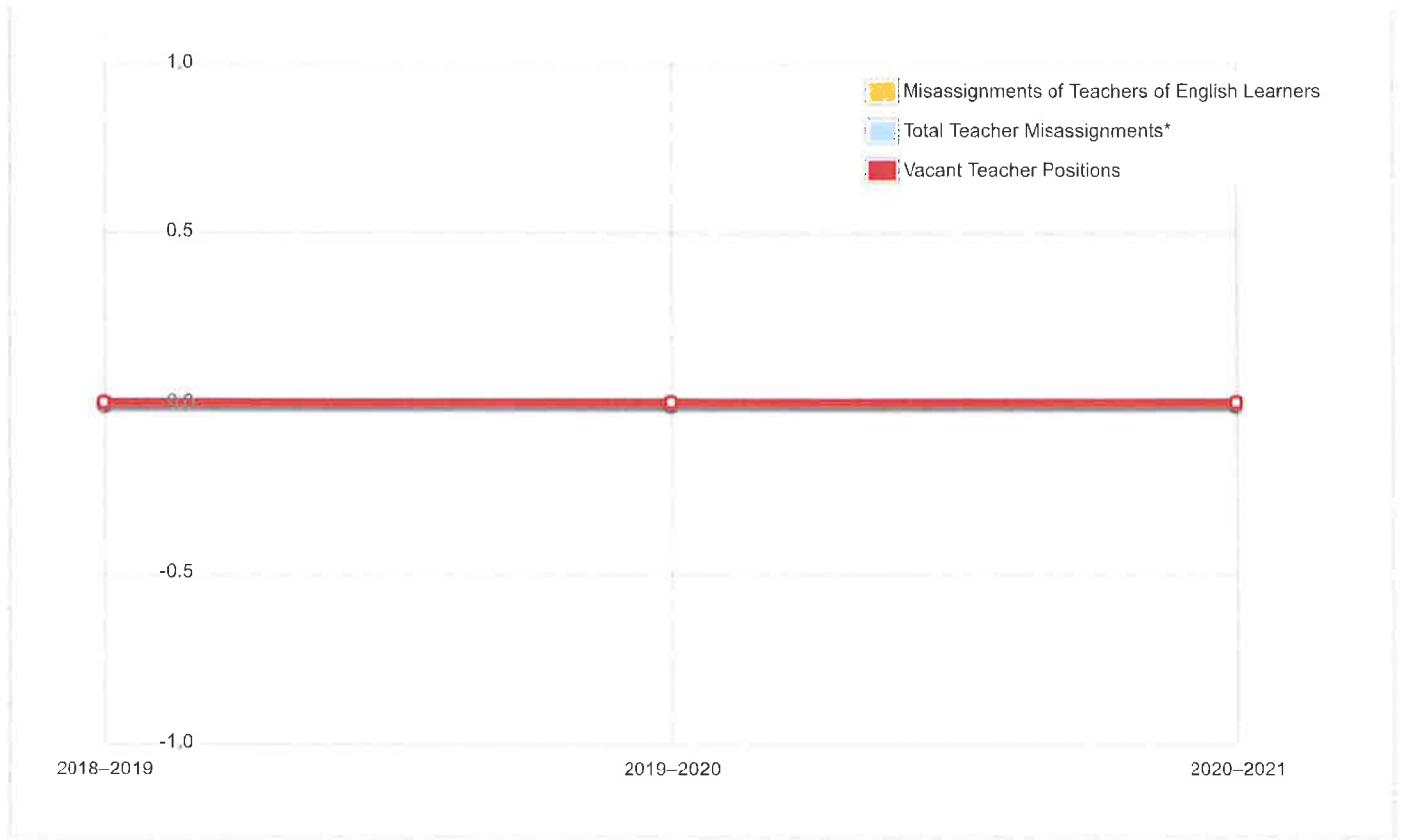
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Last updated: 3/22/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 3/22/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Success For All TK-3 Benchmark 3-5 Amplify 6-8	Yes	0.00 %
Mathematics	Houghton Mifflin, Math Expressions TK-5 McGraw Hill, California Math 6-8	Yes	0.00 %
Science	Delta K-5 McDougal Littell 6-8	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Pearson Scott Foreman TK-5 Pearson Prentice Hall 6-8	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 3/22/2021

School Facility Conditions and Planned Improvements

Our school facility was inspected by Weed Elementary's maintenance and operations manager in September of 2020 using the Facility Inspection Tool by the State of California. There were significant findings. In October of 2020, our main building that houses our library/media center, two classrooms and our entire administrative office had to be shuttered due to a black mold infestation. We brought in a portable as temporary housing.

Weed Elementary School District employs a full time maintenance and operation manager who oversees the safety, cleanliness and adequacy of school facilities. Weed Elementary School employs four full time custodians to make sure the school is clean, safe and in good operation according to OSHA, COVID-19 Guidelines. The maintenance and operation manager inspects the buildings and grounds and meets with the custodian staff on a regular basis to make sure everything is working correctly and the classroom, bathrooms, cafeteria and all other parts of the school are being cleaned properly.

The superintendent/principal, office staff and head of maintenance participate in quarterly safety meetings. Our school campus has four separate building units connected by corridors and within close proximity of five portable buildings. Building upgrades: primary renovation occurred during the 2014-2015 school year due to the Boles Fire that took place, September 15, 2014, completion of this construction was at the start of the 2015 school year. The gymnasium was built in 1991, kindergarten portables were in 1993, and classroom renovation in 2001. Awnings were replaced during the summer of 2007. Structural supports and walkways were replaced in the summer of 2005. Two heat pumps were replaced in the gymnasium in January 2009.

Last updated: 3/22/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed

- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2020

Overall Rating	Good
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Last updated: 3/22/2021

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School	School	District	District	State	State
	2018– 2019	2019– 2020	2018– 2019	2019– 2020	2018– 2019	2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	N/A	31.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	24.0%	N/A	24.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated 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.

Note: 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.

Last updated: 3/22/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 3/22/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 3/22/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	16	N/A	16	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 3/22/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 3/22/2021

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

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 3/22/2021

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

SCHOOL SITE COUNCIL (SSC) - Weed Elementary is committed to establishing and maintaining positive relations among the parents of our students and the community in which we live. The School Site Council is comprised of an equal number of parents and staff and advocates for other parents to get involved and provide input. The agenda is posted in the school office and on our web site for parents to read. This council sponsors educational programs for parents providing information on curriculum as well as other areas of funding that affect our children. Every other year in the fall meetings are held for EL parents to vote for ELAC to be incorporated with School Site Council.

Last updated: 3/22/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

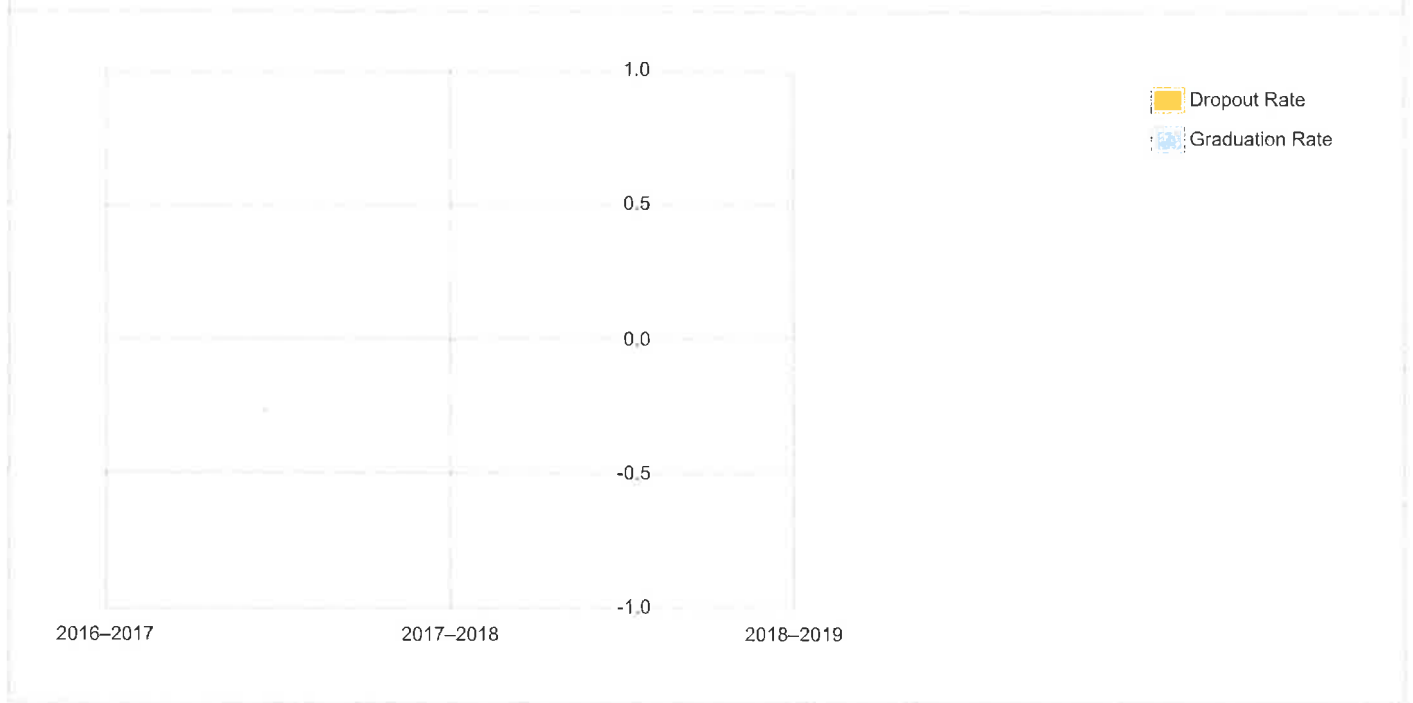
- High school dropout rates; and

- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	--	--	--	--	--	--	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	--	--	--	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 3/22/2021

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

(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	9.40%	6.80%	9.40%	6.70%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	4.50%	4.50%	2.50%
Expulsions	0.00%	0.00%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 3/22/2021

School Safety Plan (School Year 2020–2021)

The School Safety Plan includes provisions for fire, earthquake, ALICE (active shooter on campus) and other kinds of emergencies. In August and September of every school year we practice two off campus evacuation drills. Fire drills are practiced monthly, earthquake drills are every other month and ALICE drills are practiced quarterly. The plan is reviewed annually by WES safety committee in September, November, January and April. School Site Council also reviews the safety plan at our meetings. WES campus has 16 security cameras installed around campus. All exterior doors on campus remain locked throughout the day. Every classroom has window coverings for security.

The Safety Plan includes the framework and provisions for a safe and clean environment for students, staff and volunteers. WES is in compliance with the laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster and drills are conducted on a regular basis throughout the school year.

Throughout the school day all exterior doors leading to classrooms, quads and hallway areas remain locked from 8:30 AM-3:00 PM. Any person on campus can not get into rooms or hallways unless they check into the school office, receive a visitor's badge and are escorted to the classroom by office personnel.

Our custodians ensure classrooms, restrooms and campus groups are kept clean, safe and secure through well maintained classrooms and facilities.

In August each year the staff of Weed Elementary is trained on the components of the School Safety; emergency response map, emergency drills, universal precautions and an analysis of school discipline plan trends and recommendations.

Monthly drills are also held which address fire, intruder, chemical spill or bomb threats. Weed Elementary School works hard to promote continuous school safety. Weed Elementary School works with the Weed Police Department and Weed Fire Department on the ensuring that the components of the Safety Plan are effective.

Weed Elementary School has school safety meetings that are scheduled four times a year. The superintendent/principal, head of maintenance, and the administrative assistant attend these meetings to review current safety issues and concerns.

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		2	
1	15.00	2		
2	16.00	1		
3	20.00	1	1	
4	21.00		6	
5	22.00	7	7	1
6	29.00		5	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	14.00	2		
2	20.00	1		
3	16.00	2		
4	12.00	14		
5	23.00		7	
6	12.00	12		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	Average Class Size	Number of Classes *		
		1-20	21-32	33+
K	19.00	2		
1	20.00	2		
2	17.00	1		
3	20.00	1		
4	22.00		1	
5	8.00	8		
6	11.00	18		
Other**	16.00	6		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 3/22/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	16.00	3	1	
Mathematics	16.00	3	1	
Science	14.00	4	1	
Social Science	16.00	3	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	26.00		2	

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
Mathematics	26.00		2	
Science	20.00	1	2	
Social Science	26.00		2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	27.00		2	
Mathematics	27.00		2	
Science	27.00		2	
Social Science	27.00		2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 3/22/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

	Number of FTE* Assigned to School
Other	1.00

*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.

Last updated: 3/22/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10694.00	\$1977.00	\$8717.00	\$56161.00
District	N/A	N/A	\$8717.00	\$55374.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$71448.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 3/22/2021

Types of Services Funded (Fiscal Year 2019–2020)

Students enrolled in the Siskiyou After School Program for grades K-8 where they receive academic support, physical activity and enrichment. Limited English Proficient students receive pull out and in class English Language Instruction. The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide. In addition to general fund, state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- *Title I,
- * Title II
- *Title VI
- *SAFE
- *Special Education
- *Transportation

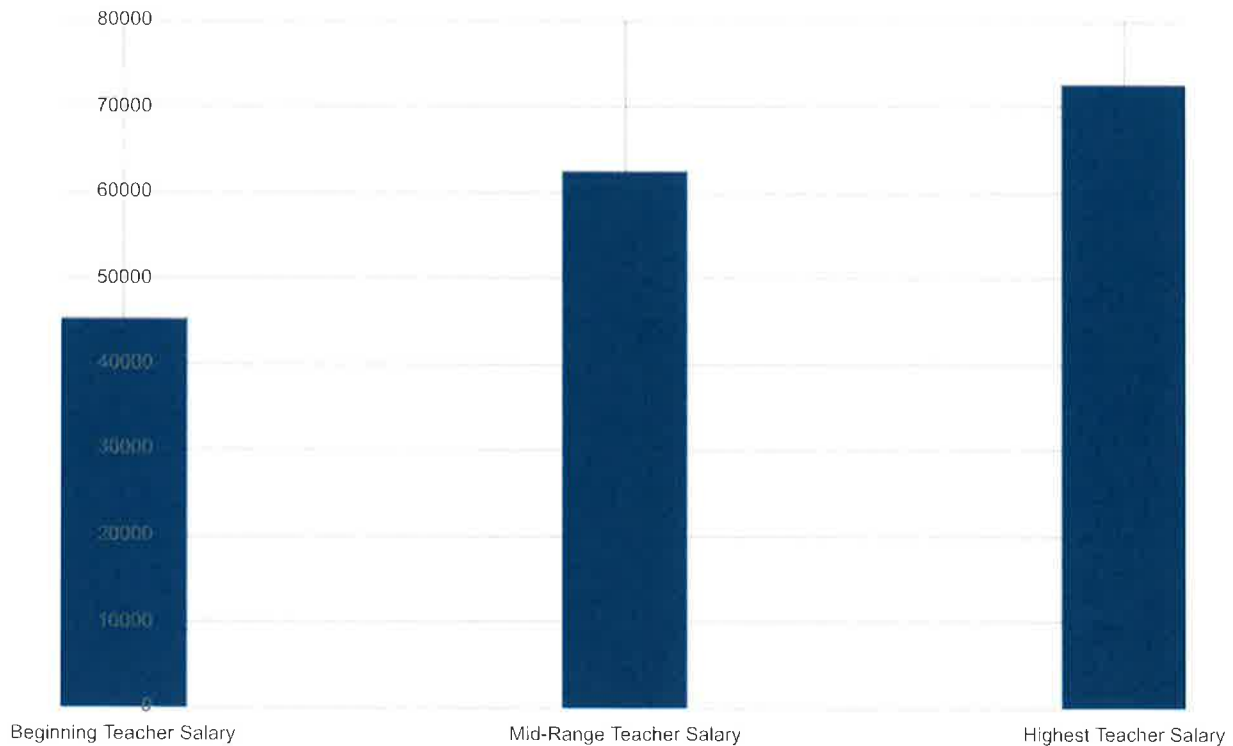
Last updated: 3/22/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

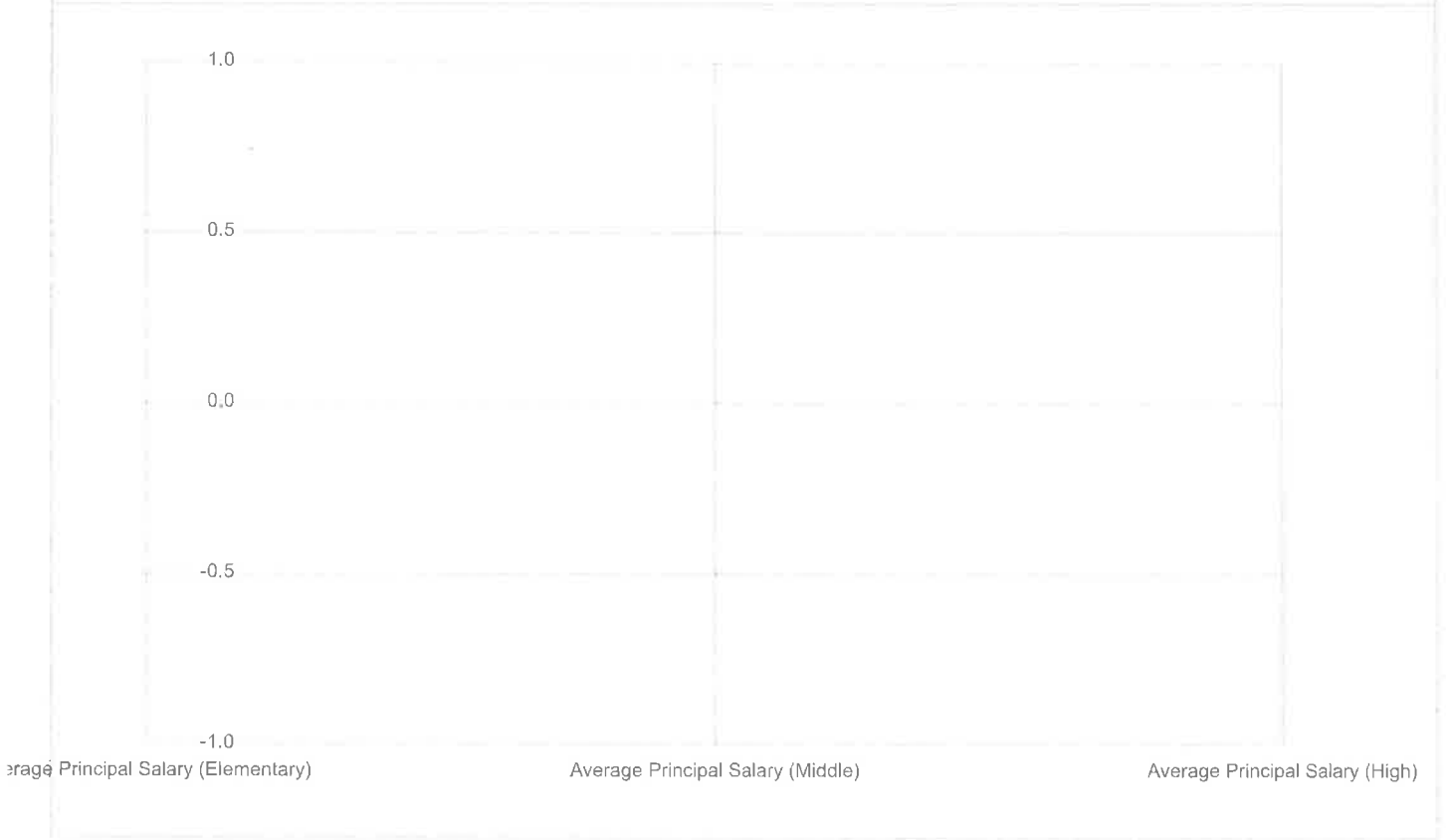
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,168	\$46,965
Mid-Range Teacher Salary	\$62,423	\$67,638
Highest Teacher Salary	\$72,573	\$88,785
Average Principal Salary (Elementary)	\$	\$112,524
Average Principal Salary (Middle)	\$	\$117,471
Average Principal Salary (High)	\$	--
Superintendent Salary	\$123,752	\$128,853
Percent of Budget for Teacher Salaries	27.00%	30.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 3/22/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	3

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814