

Weed Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

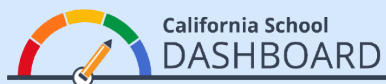
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Weed Elementary School
Street	575 White Avenue
City, State, Zip	Weed, CA 96094
Phone Number	(530) 938-2715
Principal	Jon Ray
Email Address	jray@weedelem.k12.ca.us
School Website	https://www.weedelementaryschool.com/
County-District-School (CDS) Code	47-70482-000000

2021-22 District Contact Information

District Name	Weed Union Elementary School District
Phone Number	(530)938-6103
Superintendent	Jon Ray
Email Address	jray@weedelem.k12.ca.us
District Website Address	www.weedelementaryschool.com

2021-22 School Overview

"We at Weed Elementary School believe it is our responsibility to provide quality educational programs which foster significant academic achievement for ALL students in a safe environment by promoting mutual respect and acceptance of individual differences."

Weed Elementary School is located at the base of majestic Mt. Shasta in far northern California in Siskiyou County, one hour north of Redding and an hour south of the Oregon border, just off Interstate 5. The school site is centrally located on a hill overlooking the town of Weed. Currently the campus is arranged in two separate building groups to accommodate the primary and intermediate/middle school classrooms. There is a large gymnasium complete with locker rooms and a separate cafeteria with a full commercial kitchen.

Weed Elementary School District is a kindergarten through eighth grade district with an enrollment of approximately 335. Approximately 84% of our student population participates in the free and reduced lunch program. There is a high rate of mobility in Siskiyou County. Our K-3 grades use the reading program Success For All, 4th-5th grades use Benchmarks and our middle school, 6th-8th grades, use Amplify. We have adopted California Math for 6-8 grades and Math Expressions for grades for K-5. We offer intervention programs for individual and groups of students in grades kindergarten through eighth during the regular school day and for two hours after school. Our middle school program continues to improve in preparing our students to be college and career ready.

The unprecedented COVID-19 pandemic has affected the entire State of California in different ways. For us in Weed, CA, we undertook to responsibility to re-open, fully, in August of 2020. We have been successful in this endeavor, however the guidelines, restrictions and constant changes that have been implemented statewide has affected our learning community and has drastically altered the lives of our students, families and staff. The unexpected closure of our school in March, 2020, has impacted the physical, emotional social and educational landscape of students. Students, their families and staff have all been affected by higher levels of stress and trauma.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	38
Grade 2	37
Grade 3	29
Grade 4	25
Grade 5	36
Grade 6	34
Grade 7	31
Grade 8	27
Total Enrollment	298

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	4.4
Asian	7.4
Black or African American	6.4
Hispanic or Latino	24.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	12.8
White	44
English Learners	11.1
Foster Youth	1
Homeless	8.1
Socioeconomically Disadvantaged	81.5
Students with Disabilities	14.4

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.3	82.4	13.3	82.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.0	0.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	11.5	1.8	11.5	12115.8	4.4
Unknown	1.0	6.2	1.0	6.2	18854.3	6.9
Total Teaching Positions	16.2	100.0	16.2	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.8
Total Out-of-Field Teachers	1.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		9/2019	
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 grades TK-3 Benchmarks grades 3-5 Amplify grades-6-8- adoption year 2018	Yes	0
Mathematics	Math Expressions, Houghton Mifflin grades K-5- adoption year 2017 California Math, McGraw Hill, grades 6-8-adoption year 2016	Yes	0
Science	Delta K-5-adoption year 2007 McDougal Littel 6-8th -adoption year 2007	Yes	0
History-Social Science	Pearson Scott Foresman- K-5- adoption year 2006	Yes	0

	Pearson Prentice Hall-6-8th-adoption year 2006		
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	NA		NA
Science Laboratory Equipment (grades 9-12)	NA		NA

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 mainbuilding that houses our library/media center, two classrooms and our entire administrative office had to be shuttered due to a black mold infestation. Additionally in June of 2021, black mold was discovered in our intermediate wing and middle school wing. In total, 14 classrooms, the library/media center and the administrative offices were closed and we brought in portable classrooms to create an interim housing campus. Finally, the primary wing has been determined to be out of seismic compliance and needs to be rebuilt and our cafeteria is structurally compromised with increased snow loads. In all we will need to rebuild our entire campus leaving only the gymnasium as an original building. We are beginning construction with our cafeteria/MPR in November of 2021 as Increment 1. Our main building that will include all of the classrooms, library/media center and administrative offices will begin in June of 2022 and is Increment 2. Increment 3 will be all of the site work to complete the campus. We are projecting a completed project by August of 2023 which will include brand new, state of the art facilities.

Year and month of the most recent FIT report	09/2021
---	---------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Even though our facilities have rated "Good," our permanent facilities have been shut down due to mold exposure. We have created a temporary campus with DSA/Green Act compliant facilities.
Interior: Interior Surfaces	X			Even though our facilities have rated "Good," our permanent facilities have been shut down due to mold exposure. We have created a temporary campus with DSA/Green Act compliant facilities.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Even though our facilities have rated "Good," our permanent facilities have been shut down due to mold exposure. We have created a temporary campus with DSA/Green Act compliant facilities.
Electrical	X			Even though our facilities have rated "Good," our permanent facilities have been shut down due to mold exposure. We have created a temporary campus with DSA/Green Act compliant facilities.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Even though our facilities have rated "Good," our permanent facilities have been shut down due to mold exposure. We have created a temporary campus with DSA/Green Act compliant facilities.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X		Even though our facilities have rated "Good," our permanent facilities have been shut down due to mold exposure. We have created a temporary campus with DSA/Green Act compliant facilities.
Structural: Structural Damage, Roofs	X		Even though our facilities have rated "Good," our permanent facilities have been shut down due to mold exposure. We have created a temporary campus with DSA/Green Act compliant facilities.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Even though our facilities have rated "Good," our permanent facilities have been shut down due to mold exposure. We have created a temporary campus with DSA/Green Act compliant facilities.

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	NT	NT	NT	NT
Female	88	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	98	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	NT	NT	NT	NT
Female	88	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	98	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	157	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	NT	NT	NT	NT
Female	28	NT	NT	NT	NT
Male	45	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Weed Elementary School has a Parent Teacher Organization, known as "Cub Power." The purpose of Cub Power is to support Weed Elementary students and staff through fundraising and volunteering. Cub Power meetings are held every other monthly. Opposite of the Cub Power meetings every other month we meet with Site Council meeting. Cub Power also serves as our English Language Advisory Committee (ELAC) and contributes to our planning in providing services for our English Language (EL) students.

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.

There are many opportunities provided throughout the school year for parents to be involved. Parent input, questions and participation throughout the school year is encouraged. School events are published on the school web site (www.weedelementaryschool.com), through daily bulletins, social media, the Remind app, monthly calendar of events, the school marquee, our Aeries Parent Communication portal and the local newspaper.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	374	359	113	31.5
Female	165	158	53	33.5
Male	208	200	60	30.0
American Indian or Alaska Native	13	13	4	30.8
Asian	23	23	7	30.4
Black or African American	19	19	6	31.6
Filipino	0	0	0	0.0
Hispanic or Latino	81	80	22	27.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	48	47	17	36.2
White	189	176	57	32.4
English Learners	39	39	8	20.5
Foster Youth	3	2	2	100.0
Homeless	29	22	11	50.0
Socioeconomically Disadvantaged	297	284	94	33.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	56	15	26.8

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.76	7.22	6.73	7.22	3.47	0.20
Expulsions	0.00	0.27	0.00	0.27	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.13	5.13	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.22	0.27
Female	3.64	0.00
Male	10.10	0.48
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	15.79	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	2.08
White	7.94	0.00
English Learners	5.13	0.00
Foster Youth	0.00	0.00
Homeless	10.34	3.45
Socioeconomically Disadvantaged	8.42	0.34
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.33	0.00

2021-22 School Safety Plan

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. Weed Elementary School has also an MOU with the City to employ a 20 hour a week school resource officers who is on campus everyday from 8:00 am-12:00 pm. 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. WES employees a School Resource Officer, for 20 hours a week. This year we moved our after school office to the front office in order to ensure all visitors on campus report to the office without wandering around the school.

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, administrative assistant and School Resource Officer attend these meetings to review current safety issues and concerns.

Discipline practices are in place for the playground, cafeteria, bus and each instructional setting. All staff has been trained and continues follow up training in the area of Positive Behavior Intervention Support (PBIS). Consequences are geared toward changing student behavior. Time out, refocus sheet, parent contact, bully contracts, behavior contracts, detention, referrals and suspension are used to address severe incidents. Weed Elementary School promotes positive Cub Character by providing monthly activities on and off campus for students who demonstrate on going positive behavior/character. Weed Elementary School also has an Opportunity Class on campus that students may be placed in to help support our top tier behaviors. The Opportunity Class is part of our behavioral response to intervention (RTI). Students placed in this class learn strategies and skills necessary to positively contribute in the classroom and school through the Second Step curriculum, with the ability to earn their way back to the general education classroom. All classes have the Second Step Curriculum to teach social and emotional behavior. WES has a counselor on campus for 28 hours a week.

Every Monday morning, middle school teachers hold a meeting with all students and middle school staff to discuss school issues, bullying and other problems with the attempt to create a positive classroom environment.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	14	2		
2	20	1		
3	16	2		
4	12	14		
5	23		7	
6	12	12		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	20	2		
2	17	1		
3	20	1		
4	22		1	
5	8	8		
6	11	18		
Other	16	6		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	13	3		
1	15	2		
2	16	2		
3	17	1		
4	17	1		
5	25		1	
6	17	2	3	
Other	24	1	1	

2020-21 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	

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$10,694.13	\$1,977.36	\$8,716.78	\$56,161
District	N/A	N/A	\$8,716.78	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	3.2	-25.2

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	8%	7%

Professional Development

Weed Elementary School is committed to a comprehensive long-term plan for professional growth and development. This is very necessary as we continue to strive to deliver a rich curriculum to all of our students and sub groups. The district office provides administrative support as well as financial support of professional growth through federal and state resources. We believe that one of the most effective way of supporting student achievement is to invest in professional development that will improve instruction.

WES staff sets high standards for all students to achieve. We believe everyone is accountable for student learning. It is our job to continually examine student work, know our students' cultures and learning styles, understand their responses, be knowledgeable of the curriculum and provide quality instruction. We collaborate in our Professional Learning Communities (PLC) in order to help students achieve common core standards, not only in English/Language Arts and Mathematics, but in all subjects. Professional development in the areas of Professional Learning Communities, Common Core Collaboration, Response to Intervention, Data Analysis, LCAP Goals, WES Vision for systematic approach and Behavior Management prepare us to accomplish these goals along with our Academic Focus for the school year.

For the 17-18 school year school all teachers, superintendent/ principal, technology coordinator and technology assistant attended a county wide technology summit (1 day) prior to school. Two math teachers participated in a year long math content, coaching and lesson study workshop. Four of our classified employees attended a paraprofessional training at our county office. A teacher from each PLC grade level attended a two day training on Next Generation Science Standards. In June of 2018, primary teachers attended a three day training in the area of English Language Arts. We received two days of coaching in our new K-5 math program and a day training for 6-8 ELA teachers for our newly adopted ELA program, Amplify. We had full staff follow up training in the area of PBIS. In spring of 2018 middle school teachers attended a Google training at our county office of education. In August of 2018, ALL staff participated in a local training with a focus on Trauma Informed Practices. Intermediate and middle school teachers, technology coordinator and technology assistant along with some support staff attended the CUE Conference (2 days) to support the use of 1:1 devices in all grades. All K-3 teaches along with support staff will have 18 days of professional development scheduled for this year for the English Language Arts program, Success For All. In our PLC meetings we have a County Office employee doing a series of ELD trainings for the whole year.

In August of this year 2019, ALL staff participated in a local training through the county office centered around Retorative Practices. Two middle school math teachers are working on math professional development through the Silicon Valley Math Initiative, at the county office. Three teachers in grades three and four are participating in a writing series through the county office of education. The district continues to provide professional learning on Monday, early release days, that are centered around benchmarks, academic data, social and emotional learning by using staff, administration and school counselor as the facilitator of these meetings.

Our LCAP, along with WES's vision and data dictates the direction of professional development for staff. The administration, school board and school site council make suggestions as well. There are both on-site and off-site opportunities and because we are a one-district school with limited resources, we often attend the professional development offered by the Siskiyou County Office of Education or other nearby County Offices.

Team planning and collaboration (Professional Learning Communities) are an integral part of our school operations. Teacher committees, grade level and subject matter meetings and in-services provide opportunities to develop a Professional Learning Community. Weed Elementary staff meets every Monday to participate in a PLC meetings, grade-level collaboration, common core planning and other types of professional development. Through the PLC process, WES teachers have identifying quarterly common core standards (curriculum mapping), common core benchmarks in both English Language Arts and Mathematics around claims and targets. Our PLC group our focus is around student achievement and using benchmark data to strategically ensure all students are learning. Our PLC's also focus on student achievement, behavior and academic data analysis, Common Core and creating a system change that is best for all our students to ensure they are learning.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	16 +	6	6

Weed Union Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Weed Union Elementary School District
Phone Number	(530)938-6103
Superintendent	Jon Ray
Email Address	jray@weedelem.k12.ca.us
District Website Address	www.weedelementaryschool.com

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	NT	NT	NT	NT
Female	89	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	99	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	NT	NT	NT	NT
Female	89	NT	NT	NT	NT
Male	119	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	31	NT	NT	NT	NT
White	99	NT	NT		NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

