

# Weed Elementary School

2021-2022 School Accountability Report Card  
(Published During the 2022-2023 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/>

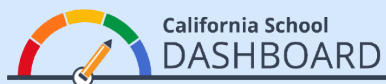
For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	Weed Elementary School
<b>Street</b>	575 White Avenue
<b>City, State, Zip</b>	Weed, CA 96094
<b>Phone Number</b>	(530) 938-2715
<b>Principal</b>	Jon Ray
<b>Email Address</b>	<a href="mailto:jray@weedelem.k12.ca.us">jray@weedelem.k12.ca.us</a>
<b>School Website</b>	<a href="https://www.weedelementaryschool.com/">https://www.weedelementaryschool.com/</a>
<b>County-District-School (CDS) Code</b>	47-70482-0000000

## 2022-23 District Contact Information

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

## 2022-23 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 transitional kindergarten through eighth grade district with an enrollment of approximately 320. Approximately 80% of our student population participates in the free and reduced lunch program. There is a high rate of mobility in Siskiyou County. Our TK-5 grades use the reading program Success For All, 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. The district promotes the use of small instructional groupings in already smaller class sizes in order to address individual student needs. 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. Our districtwide goals are focused on academic improvement, student wellness improvement, and developing a whole child through increased exposure to opportunities outside of the school day.

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. Weed Union Elementary School District has addressed this challenge with a unique solution. The district has created it's own Wellness Center that includes one fulltime counselor and four trained wellness coaches. The Wellness Team helps students build action plans and supports students exhibiting tier 2 or tier 3 behavior. The Wellness Team also helps support our families through parent outreach and monthly parent classes. The Wellness Team monitors progress through quarterly student social and emotional wellness surveys. The district meets with each teacher to discuss students and student progress in quarterly "Coordination of Program" meetings. Social and emotional, behavior, attendance and academic data is discussed at the "Co-Op meetings." All program representatives are at the meetings in order to set up support for each students' needs. Using our progress monitoring programs and systematic approach, the district is able to track student success and address ongoing challenges.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	39
Grade 2	30
Grade 3	41
Grade 4	38
Grade 5	28
Grade 6	41
Grade 7	33
Grade 8	36
Total Enrollment	337

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.5
American Indian or Alaska Native	3.6
Asian	6.8
Black or African American	5.0
Filipino	0.0
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	13.6
White	49.6
English Learners	11.6
Foster Youth	0.9
Homeless	4.2
Migrant	0.0
Socioeconomically Disadvantaged	77.7
Students with Disabilities	14.8

## **A. Conditions of Learning** **State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.30	82.39	13.30	82.39	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.80	11.45	1.80	11.45	12115.80	4.41
<b>Unknown</b>	1.00	6.16	1.00	6.16	18854.30	6.86
<b>Total Teaching Positions</b>	16.20	100.00	16.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.80	
<b>Total Out-of-Field Teachers</b>	1.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Insufficiency of textbook exists for science and history-social science. Weed Elementary School was in the cycle of re adoption of materials for both science and history-social science during the year of COVID. The re adoption process was never carried further due to the closure of all schools in the spring of 2020. There was a change in administration and a shift in staffing which led to the discovery that curriculum materials were not up to date. Both texts for these subjects in all grade levels were out of date and not common core aligned. Also, there were not enough copies of old textbooks to disperse among all students in a few grade levels. The school has taken measures during the 2022-2023 school year to address this issue and adopted a new science curriculum for grades 6-8. The LEA has also passed a board resolution that included a future plan to address the insufficiency of textbooks. As it stands, 40% of students are lacking their own assigned copy of both science and history-social science textbooks. However, as noted below, 100% of students are provided with common core aligned supplementary programs and 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
<b>Reading/Language Arts</b>	<p>Success For All grades TK-5 - adoption year 2017 for grades TK-3 and 2022 for grades 4 and 5</p> <p>Amplify grades-6-8- adoption year 2018</p> <p>*All grades supplement with Edgenuity</p>	Yes	0
<b>Mathematics</b>	<p>Math Expressions, Houghton Mifflin grades TK-5- adoption year 2017</p> <p>California Math, McGraw Hill, grades 6-8-adoption year 2016</p> <p>*Grades TK-2 supplement with Mobymax. All grades supplement with Edgenuity and ST Math</p>	Yes	0
<b>Science</b>	<p>Delta K-5-adoption year 2007</p> <p>Twig Science 6-8th -adoption year 2022</p> <p>Grades TK-5 supplement with Mystery Science (100% Student Access)</p>	Yes	40
<b>History-Social Science</b>	<p>Pearson Scott Foresman- K-5- adoption year 2006</p> <p>Pearson Prentice Hall-6-8th-adoption year 2006</p> <p>*All Grades supplement with Edgenuity. Grades 2-5 supplement with Student Weekly (100% Student Access)</p>	Yes	40
<b>Foreign Language</b>	NA		NA
<b>Health</b>	NA		NA
<b>Visual and Performing Arts</b>	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
<b>Systems:</b> 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.
<b>Interior:</b> 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.
<b>Cleanliness:</b> 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.
<b>Electrical</b>	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.
<b>Restrooms/Fountains:</b> 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.
<b>Safety:</b> 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.
<b>Structural:</b> 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.
<b>External:</b> 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		

### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	22	N/A	22	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	18	N/A	18	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	206	202	98.06	1.94	22.28
<b>Female</b>	93	91	97.85	2.15	28.57
<b>Male</b>	112	110	98.21	1.79	16.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	14	82.35	17.65	28.57
<b>Black or African American</b>	13	13	100.00	0.00	23.08
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	36	35	97.22	2.78	25.71
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	34	100.00	0.00	32.35
<b>White</b>	99	99	100.00	0.00	16.16
<b>English Learners</b>	21	20	95.24	4.76	20.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	158	154	97.47	2.53	20.78
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	41	41	100.00	0.00	12.20

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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
<b>All Students</b>	206	202	98.06	1.94	18.32
<b>Female</b>	93	91	97.85	2.15	16.48
<b>Male</b>	112	110	98.21	1.79	19.09
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	17	14	82.35	17.65	14.29
<b>Black or African American</b>	13	13	100.00	0.00	15.38
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	36	35	97.22	2.78	17.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	34	100.00	0.00	17.65
<b>White</b>	99	99	100.00	0.00	19.19
<b>English Learners</b>	21	20	95.24	4.76	10.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	158	154	97.47	2.53	16.23
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	41	41	100.00	0.00	12.20

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	3.17	NT	3.17	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	64	63	98.44	1.56	3.17
<b>Female</b>	32	32	100	0	3.13
<b>Male</b>	32	31	96.88	3.12	3.23
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	11	11	100	0	9.09
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	32	32	100	0	3.13
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	50	49	98	2	2.04
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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%
Grade 7	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.

#### 2022-23 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. 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. The ELAC Committee meets 3-4 times per school year to discuss the English Language Development Master Plan, and the ELD program and student progress. Opposite of the Cub Power meetings every other month we meet with the School Site Council. 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 climate surveys are shared bi-yearly to staff and families. School events are published on the school web site ([www.weedelementaryschool.com](http://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.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	378	359	30	8.4
Female	178	171	12	7.0
Male	199	187	18	9.6
American Indian or Alaska Native	12	12	2	16.7
Asian	23	23	2	8.7
Black or African American	17	17	1	5.9
Filipino	0	0	0	0.0
Hispanic or Latino	79	76	4	5.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	54	50	3	6.0
White	192	180	18	10.0
English Learners	40	40	1	2.5
Foster Youth	4	4	1	25.0
Homeless	20	15	1	6.7
Socioeconomically Disadvantaged	294	280	25	8.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	58	3	5.2

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	7.22	8.47	7.22	8.47	0.20	3.17
Expulsions	0.27	0.00	0.27	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.47	0.00
Female	2.81	0.00
Male	13.57	0.00
American Indian or Alaska Native	8.33	0.00
Asian	4.35	0.00
Black or African American	23.53	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.85	0.00
White	9.38	0.00
English Learners	7.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.67	0.00

## 2022-23 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 built relationships with community resources such as; the fire and police department. Both fire and police are active partners in school safety and emergency drill procedures. 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 and hallway areas remain locked from 8:30 AM-3:00 PM. Any person on campus cannot 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, assistant principal, administrative assistant and a Weed Fire or Police 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). Our schoolwide behavior system is a progressive system that utilizes our Wellness Center. Our Wellness Center is staffed with one fulltime LMFT Counselor, and four fulltime wellness coaches. The Wellness Center Team helps students share their voices and then coaches students to make doable action plans for more positive outcomes. Consequences come from either administration or homeroom teachers and 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 weekly student celebration assemblies. Students who have received a "caught you being good" ticket are rewarded during the assemblies and teachers also select one student of the week to be recognized and acknowledged during the assembly. Weed Elementary School also uses the Family Support Team Model to address students of concern. The team meets with the student and family to develop strategies of support. This can include many things such as; afterschool tutoring and parenting classes sponsored by our Wellness Team.

Every Friday 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.

## 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	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	20	2		
2	15	2		
3	21	1	1	
4	38			1
5	28		1	
6	41			2

## 2021-22 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	0

## 2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$14,493.37	\$4,214.52	\$10,278.85	\$59,455
<b>District</b>	N/A	N/A	\$10,278.85	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$6,594	\$74,053
<b>Percent Difference - School Site and State</b>	N/A	N/A	43.7	-21.9

## 2021-22 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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>		\$46,844
<b>Mid-Range Teacher Salary</b>		\$73,398
<b>Highest Teacher Salary</b>		\$93,345
<b>Average Principal Salary (Elementary)</b>		\$116,457
<b>Average Principal Salary (Middle)</b>		\$122,115
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		\$136,296
<b>Percent of Budget for Teacher Salaries</b>	24%	30%
<b>Percent of Budget for Administrative Salaries</b>	8%	6%

## 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 21-22 school year all teachers and staff participated in 2 days of NWEA Map data/program training. Staff was trained on how to read different reports in order to use the academic data most effectively for planning and teaching. Staff also had access to one on one discussions with the NWEA trainer in order to focus in on their students' data. All staff also participated in a trauma informed training led by the Freedom Writers Foundation. Four of our classified employees attended various different paraprofessional virtual trainings offered through the county office of education. Teachers and classified staff working with the Success for All Reading Program had 3 different professional development sessions throughout the year. These sessions focused on the use of the program, data tracking, and reading intervention. The county office of education provided the English Development Teacher and the English Learner Advisory Committee with an ELAC training in the fall, which helped to guide the meetings for the rest of the school year. The leadership team had ongoing behavior system trainings throughout the year led by administration and the school counselor.

In August 2022, the majority of afterschool staff participated in a local training through the county office centered on afterschool program best practices. All classified staff participated in multiple virtual sessions through the county office that focused on student behavior and restorative practices. Two middle school English Language Arts teachers had a full training on the middle school ELA program, Amplify. Two middle school science teachers had a virtual session on the districts newly adopted science program, Twig. Teachers and staff working with grades TK-5 had 2 full days training with the Success For All Coordinator. The district continues to provide professional learning on Friday, late start 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 Friday 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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	6