

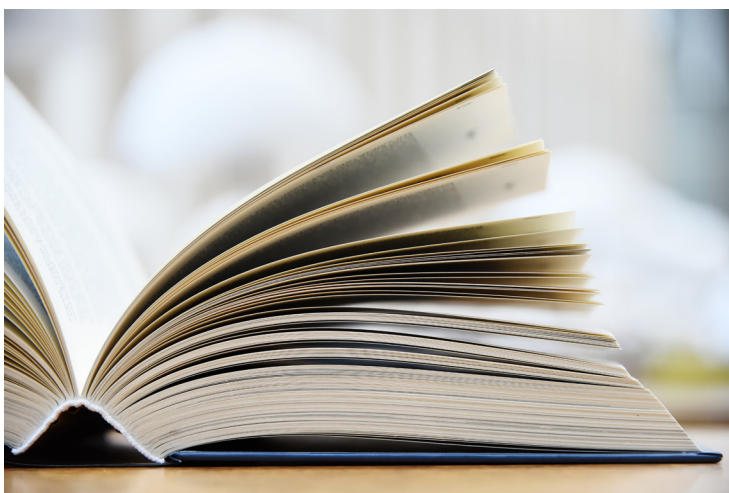
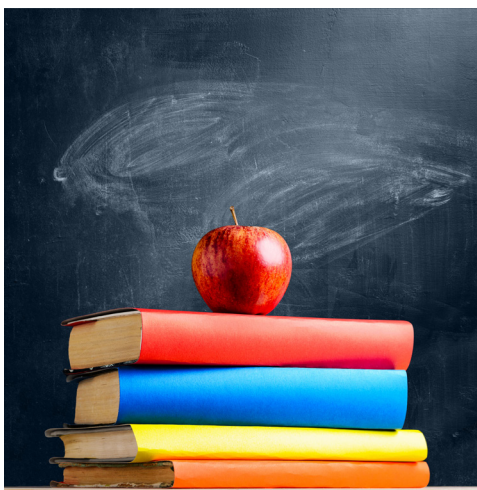
French Gulch-Whiskeytown Elementary School

Grades K-8
CDS Code 45-69997-6050322

Dr. Moira Casey
Superintendent/Principal
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French Gulch-Whiskeytown Elementary School District

11442 Cline Gulch Road French Gulch, CA 96033 ▪ (530) 359-2151 ▪ frenchgulchschool.com



Principal's Message

Welcome to French Gulch-Whiskeytown Elementary School!

Established in 1854, our dedicated staff strives to maintain the resourcefulness, passion and commitment of our pioneer founders.

French Gulch-Whiskeytown School (FGWS) is guided by the principles of a child-centered environment focused on developing capable, creative, resilient and respectful learners. We have shifted to a Montessori instructional approach, enabling us to better meet the individualized learning needs of our students. The school takes pride in providing an active, vibrant and engaging learning atmosphere both academically and socially. It remains our focus and goal to guide all students entrusted in our care toward meeting their full potentials as scholars and citizens.

We continue to upgrade our technology systems, hardware and technological resources to broaden and differentiate the learning opportunities available to our students. We provide project-based learning opportunities driven by student interest to deepen knowledge bases in all academic areas.

Hand in hand with a strong academic core, we continue to promote a school environment that has a focused emphasis on stewardship for both our school family and the physical setting in which we reside. Positive regard for one another as members of the same learning community coupled with thoughtful consumption and recycling of resources are hallmarks of French Gulch-Whiskeytown School.

As we embrace California's evolving state standards, we know that we are equipping our students to become lifelong learners who are ready, skilled and confident to contribute to a constantly changing global society.

School Mission Statement

French Gulch-Whiskeytown Elementary School is dedicated to building resourceful, respectful, academically strong individuals.

School Vision Statement

Successful Students Today ~ Successful Citizens Tomorrow

Parental Involvement

Our Local Control and Accountability Plan (LCAP) Advisory Board participates in the development of the school's LCAP and School Safety Plan with active parent membership and input. Our Parents' Club organization provides support for classroom teachers, sponsors fundraisers, and plans holiday events for the students and community.

For more information on how to become involved at the school, please contact the school office at (530) 359-2151. We are currently looking for additional parents and community members to participate in our Parents Club organization. Meetings will be held the second Monday of each month at 5:30 p.m.

School Safety

Our school safety plan addresses procedures for emergency situations, including contacts, meeting points and maps. This is in compliance with current protocols used throughout Shasta County.

Emergency drills are practiced on a regular basis with students. Fire drills are held monthly. Earthquake and intruder-on-campus drills are held at least once each trimester. Safety drills are also practiced in our after-school program.

Current discussion and planning have included ways to incorporate practices and procedures that heighten awareness to improve on-campus security.

We also continue to address other aspects of making French Gulch-Whiskeytown School a safe, supportive environment for all students. Students and parents are educated on aspects of bullying and its prevention. The plan addresses steps to take in reporting incidents of such behavior as well as addressing and remediating bullying should it occur.

The school safety plan is in the process of being updated. It is discussed amongst school faculty in monthly meetings with an expected completed revision by January 2020.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Educational excellence since 1854



Governing Board

Heather VanHorn, President

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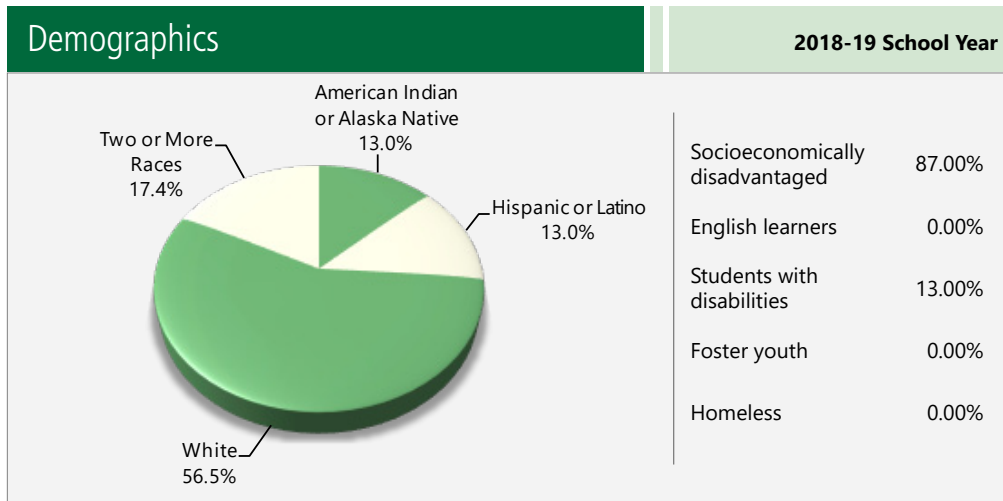
Sara Wells, Member

Keli Laws, Member



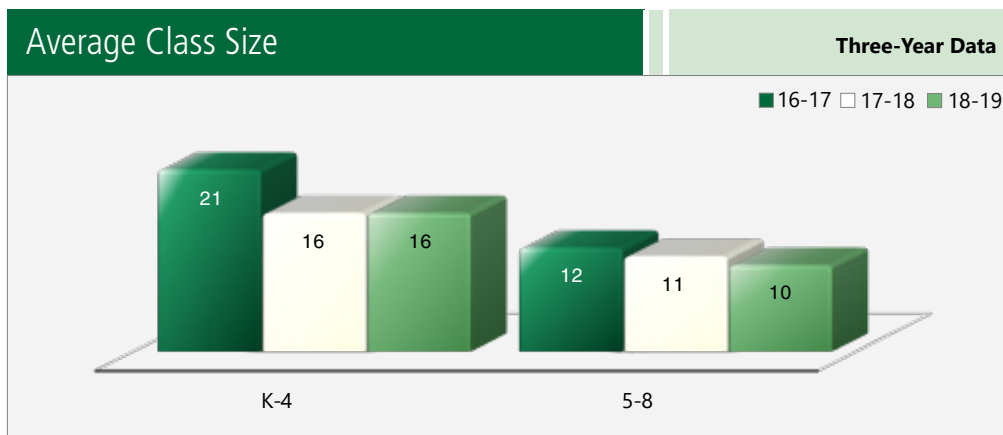
Enrollment by Student Group

The total enrollment at the school was 23 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

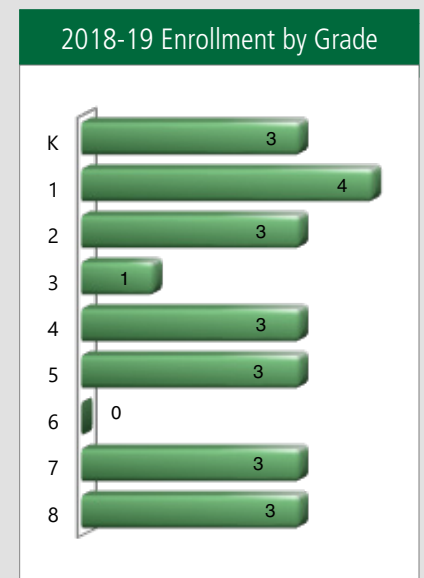


Number of Classrooms by Size

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-4		1		1			1		
5-8	1			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
French Gulch-Whiskeytown ES			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	3.9%
Expulsion rates	0.0%	0.0%	0.0%
French Gulch-Whiskeytown ESD			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	3.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	French Gulch-Whiskeytown ES		French Gulch-Whiskeytown ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	French Gulch-Whiskeytown ES		French Gulch-Whiskeytown ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	38%	46%	38%	46%	50%	51%
Mathematics	56%	71%	56%	71%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2018-19 School Year	
Percentage of Students Meeting Fitness Standards	French Gulch-Whiskeytown ES	
	Grade 5	Grade 7
Four of six standards	✧	✧
Five of six standards	✧	✧
Six of six standards	✧	✧

✧ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	16	14	87.50%	12.50%	46.15%
Male	13	12	92.31%	7.69%	54.55%
Female	❖	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	12	85.71%	14.29%	54.55%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	16	14	87.50%	12.50%	71.43%
Male	13	12	92.31%	7.69%	75.00%
Female	❖	❖	❖	❖	❖
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	14	12	85.71%	14.29%	66.67%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

Administration and teachers select textbooks and support materials from the most current state-adopted lists, which, in turn, are board approved prior to purchase.

All adopted textbooks and instructional materials used at FGWS are aligned with California State Standards. The district utilizes daily GoToMeeting conferencing to address the mathematics instructional needs of our grade 7-8 students. Those students are using the CPM series, which is a current adoption reflecting CCSS. Rita Stanley provides this distance-learning program.

Next Generation Science Standards are being tested while we consider which textbook adoption to select from those the California Department of Education (CDE) approved. We are using the preferred integrated model in grades 5-8.

The most recent verification of the sufficiency of adequate textbooks in compliance with the Williams case occurred on October 8, 2018, at our monthly board meeting.

The school continues to acquire specific Montessori instructional materials, which are aligned with Common Core State Standards.

In Spring 2018, we spent \$8,000 on textbooks from McGraw Hill—Reading and Writing Workshop.

Dr. Casey purchased two iPads for distance learning, Math with Rita Stanley, and using GoToMeeting.

Textbooks and Instructional Materials List

2019-20 School Year

Subject	Textbook	Adopted
Reading/language arts	Wonders series, MacMillan/McGraw-Hill	2015
Mathematics	Everyday Math (K-6)	2015
Mathematics	CPM (7-8)	2015
Science	Scott Foresman, Prentice Hall	2006
History/social science	Scott Foresman, McDougal Littell	2005

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2019-20 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2019-20 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2019-20 School Year

Data collection date	10/14/2019
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Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Fair
Overall summary of facility conditions		Good
Date of the most recent school site inspection		8/26/2019
Date of the most recent completion of the inspection form		8/26/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Addition of timers on classroom fairy lights. New electrical outlet to eliminate piggy back extension cords and power strips.	October 2019
Interior	Prop 39 funds used to replace old lighting fixtures and swap out fluorescent lights for LED throughout the facility.	July 2019
Safety	Fire extinguishers have been recommended to be installed in outside entrances of all four classrooms.	December 2019
External	Blacktop cracked; functional but not optimal. Some playground bark and pea gravel borders could be replaced. Seeking grants to repave playground black top/watching playground borders for safety.	TBD

School Facilities

Our clean, safe and welcoming campus reflects the pride we have in our community and ourselves. The rules throughout the school are based on maintaining an environment that is safe, respectful and responsible for students, staff, parents and community members.

The current building housing French Gulch-Whiskeytown School was built in 1968. This single structure includes a multipurpose room flanked by two classrooms on either side. On an average day, 30-33 students and staff occupy this building. Our facilities are in good condition. The custodian cleans the school daily.

Over the summer of 2017, FGWS embarked on a facility modernization project. The focus of the modernization project centered on two aspects. The first was bringing the facility up to Americans with Disabilities Act (ADA) compliance. Those new ADA compliant upgrades included: wheelchair assessable entrances and exits, an ADA compliant restroom, additional handicapped parking, and the addition of an ADA accessible ramp from the parking lot into the facility. Secondly, for safety reasons, business and administrative offices were relocated to the front entrance of the school providing visual sight of the parking lot and visitors entering the school.

Additional features of the modernization project included the creation of two additional resource/conference rooms for students, a new fire alarm system, improved outdoor lighting and a new electrical box.

School grounds are in a continual state of improvement. We are situated in a beautiful, spacious rural setting that includes two blacktop play areas, several play structures, a disk-golf course, a baseball field and a thriving school garden. In October 2014, we replenished the engineered bark in the play structure area of our playground in compliance with current safety standards. In October 2015, new fencing was installed around the perimeter of the school grounds.

Classrooms were upgraded over the summer of 2015 to accommodate environments conducive with our shift to a Montessori instructional approach.

A new heating system was installed in November 2013, providing greater energy efficiency, comfort and safety.

The old roof was replaced over the summer of 2016. Rigid installation was added to provide energy efficiency.

Continued on page 9



"French Gulch-Whiskeytown School is guided by the principles of a child-centered environment focused on developing capable, creative, resilient and respectful learners."



School Facilities

Continued from page 8

Our library and technology tools provide important resources for both our students and community. In December 2013, we installed a system providing wireless capability. Since 2015, two or more new computers/devices have been added to both the lower and upper elementary classrooms. A new interactive board replaced the SMART Board in the upper-grade classroom in the spring of 2016. It has provided greater reliability and capacity in networking and distance learning. A second SMART Board was installed in the spring of 2017. New student desktops and laptops are added annually to both classrooms. Upper-grade mathematics instruction is taught through the distance-learning program provided through a private provider who had previously worked in that instructional format with the Shasta County Office of Education and Pacheco School District.

Many families in the area do not have access to the internet. Under supervision, community members may use the internet at the school site to assist in activities such as job searches and finding medical providers. Graduates from our school also use our online resources to help with their high school or community college research projects.

Our facilities and grounds serve as a community hub. Community groups, such as the local water board, hold regular meetings in our multipurpose room. The playground is used on weekends by a wide variety of community members. Some of those community members assist us in maintaining the school garden by providing volunteer hours. Their interest in the garden coupled with donations of materials and labor has allowed the garden to grow and thrive.

We have launched our new school website: frenchgulchschool.com.

Erin Stidham, although not a full-time employee, has been a key member of the team in serving our school as FGWS's IT expert. She has been diligently populating our new website with information and resources for parents and community members. Our hope is that the new website will keep you updated on school activities. It is easier to navigate than the previous site while providing many more resources and updates. We continue to use Blackboard Connect, which gives us the capability to contact our school community members for emergency, outreach or other school notification purposes in a matter of minutes.

French Gulch was literally ground zero for the 2018 CARR Fire. The community was under mandatory evacuation from July 23 to August 9, 2018. Families both within our school as well as within our community lost homes. Although Main Street and the school were preserved, the town, in its entirety, was devastated.

Aztec Restoration services were hired to clean the school and its grounds from the aftereffects of the fire. They engaged in ash and soot removal within the building, and cleaned toxic material on the school grounds. The air in the school building itself was treated with an oxygen depletion process to remove both residual toxic elements and the lingering smell of smoke. We were able to open the school to students August 27, 2018, 12 days after our original start date. Our calendar for the year had to be adjusted to accommodate the eight student attendance days that were missed due to the late start. Thanksgiving, Christmas and February breaks were cut short by two days each, and two days were added on to the end of the year.

Despite the many challenges, we remain as a school and a community **FRENCH GULCH STRONG!**



Professional Development

The most recent professional development training during the 2018-19 academic year includes: Love and Logic training, MTSS workshops in restorative practices including networking opportunities with area schools, Fred Jones Tools for Teaching, Peaceful Playgrounds and Capturing Kids Hearts.

Previous years' trainings include: professional development centered on changes with the adoption of Common Core. Teachers attended a three-day workshop focused on an overview of the changes in English language arts (ELA) and mathematics in August 2012 on a volunteer basis. They participated in a three-day Common Core training provided by the Shasta County Office of Education in June 2013, 2014 and 2015.

With the school's instructional shift to Montessori methods, one teacher attended the International Montessori Congress held in Portland, Oregon, in the summer of 2013. She also attended the state Montessori conference in March 2014. Both teachers have completed Montessori course work, one in the primary level through the Association Montessori International, and the other in upper elementary through the American Montessori Society. Our RSP, Michael Kielich, completed a Montessori Upper Elementary Teacher Training Program through The North American Montessori Center. He received the certification in April of 2018. The program focused on Theory and Practice of the Montessori Method of Education for children 9 to 12 years old.

Three teachers attended a Kim Sutton math training aligned with Common Core standards in June 2014.

One of our instructional aides attended a weeklong Montessori training in Shingle Springs during the summer of 2013. The other instructional aide attended the same training in the summer of 2017. Five staff members attended a Montessori Common Core seminar in July 2015.

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Professional Development

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Jim Fay is the founder of Love & Logic; his focus is teaching effective classroom interventions using shared control, choices within limits and the importance of relationships. The administrator and one teacher attended Jim Fay's Love and Logic workshop in Breckenridge, Colorado, in June 2016 and the previous year's conference in Vail, Colorado, in June 2015. French Gulch-Whiskeytown staff again attended the conference in Breckenridge, Colorado, in June of 2018. This three-day conference was funded by an MTTS grant that FGWS received towards the end of the 2017-18 school year.

Two teachers and the administrator attended a Montessori science and technology conference in Portland from March 31-April 3, 2016.

The certificated staff is involved with Project ESTEEM through California State University, Chico. This project is aimed at teachers networking regionally in developing units to roll out the Next Generation Science Standards. There have been three regional meetings to date: June and October 2016 and October 2017.

Additionally, one of the teachers has been participating in a STEM (science, technology, engineering and math) grant aimed at K-2 for the past two years.

Certificated staff attended a training on the effects of early childhood trauma on the developing brain in June 2016.

The lead teacher and administrator attended ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training in May 2016. Some of the procedures learned at the training will be included in the updated school safety plan.

Weekly staff meetings are devoted to discussing student progress, school culture, review of formal testing data and resources to align instruction with Common Core standards.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2017-18	3
2018-19	3
2019-20	3



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	French Gulch-Whiskeytown ESD	French Gulch-Whiskeytown ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	6	6	6	6
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

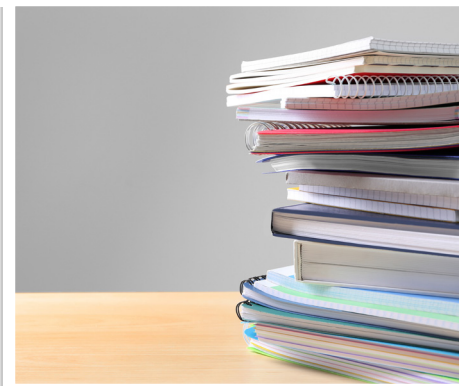
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		French Gulch-Whiskeytown ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



Types of Services Funded

French Gulch-Whiskeytown School is part of the Shasta County SHARE (Shasta Health Academic and Recreation Enrichment) After School Program grant. We provide a free after-school extended day program, manage responsible funding and continue to offer extra programs for students. Class Size Reduction and various state and federal entitlements continue to address many of the needs to fund extra programs for French Gulch-Whiskeytown School.

We are in the federal Free and Reduced Price School Meals program. Additional monies are also received through Public Law 874, Section 8002 funding, which supplements visual and performing arts (VAPA) instruction, the purchase of science materials, aide time and peer mentoring.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✦
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	✦
Social worker	0.00
Nurse	○
Speech/language/hearing specialist	0.11
Resource specialist (nonteaching)	0.11
✦ As needed for evaluations, IEPs and 504s.	
○ As needed for vision, hearing and dental screenings and IEPs.	





Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	French Gulch-Whiskeytown ESD	Similar Sized District
Beginning teacher salary	⊕	\$45,252
Midrange teacher salary	⊕	\$65,210
Highest teacher salary	⊕	\$84,472
Average elementary school principal salary	⊕	\$107,614
Superintendent salary	⊕	\$124,686
Teacher salaries: percentage of budget	18%	31%
Administrative salaries: percentage of budget	2%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
French Gulch-Whiskeytown ES	\$15,190	\$50,063
French Gulch-Whiskeytown ESD	\$15,190	\$50,063
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+102.3%	-22.9%

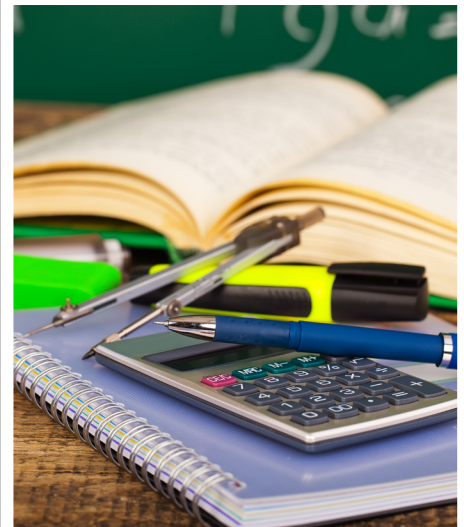
⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$17,560
Expenditures per pupil from restricted sources	\$2,370
Expenditures per pupil from unrestricted sources	\$15,190
Annual average teacher salary	\$50,063



Expenditures Per Pupil

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

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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