Weed Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Weed Elementary School
Street	575 White Avenue
City, State, Zip	Weed, CA 96094
Phone Number	(530) 938-2715
Principal	Alisa Cummings
Email Address	wesprincipal@weedelem.k12.ca.us
Website	www.weedelementaryschool.com
County-District-School (CDS) Code	47-70482-6050942

Entity	Contact Information
District Name	Weed Union Elementary School District
Phone Number	(530)938-6103
Superintendent	Alisa Cummings
Email Address	wesprincipal@weedelem.k12.ca.us
Website	www.weedelementaryschool.com

School Description and Mission Statement (School Year 2019-20)

"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. The campus is arranged in three separate building groups to accommodate the primary, intermediate and 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 280. 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.

We believe that parents are our partners in education. We have an active Site Council and a parent group called Cub Power that sponsors numerous fundraisers throughout the year to help support our student activities. We provide a variety of extra curricular activities including co-ed volleyball, cross country, girls and boys basketball, cheerleading, track, student council, peer counseling and we use PBIS as our systems of approach to behavior. WES offers many different electives for 6-8 grade classes such as cooking, VAPA, music, coding, technology, 3-D printing and design, small engine exploration, tutoring, Elevate Youth (leadership curriculum/program) and green team. We have a SAFE program (Siskiyou After School For Everyone) operated within the guidelines set by the California Department of Education After School Education and Safety (ASES) program. The SAFE Program is open from the end of each school day until 6 PM offering a nutritious snack, supper, homework assistance, academic enrichment and physical activities in a healthy and safe environment which encourages parents, teachers, students and the community to share resources that benefit both the students and the community.

In addition, Weed Elementary School provides a nutritionally balanced hot breakfast and lunch program, a full day Kindergarten, small class sizes, as well as daily intervention that is built into the academic schedule for all grades.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	44
Grade 1	28
Grade 2	26
Grade 3	26
Grade 4	25
Grade 5	23
Grade 6	28
Grade 7	26
Grade 8	26
Total Enrollment	252

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	3.6
Asian	5.2
Filipino	0.4
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	0.4
White	44
Two or More Races	15.1
Socioeconomically Disadvantaged	83.7
English Learners	14.7
Students with Disabilities	13.5
Homeless	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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	18	17	17
Without Full Credential	0	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Pearson Scott Foresman- K-5- adoption year 2006 Pearson Prentice Hall-6-8th-adoption year 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school facility was inspected by Weed Elementary's maintenance and operations manager in September of 2019 using the Facility Inspection Tool by the State of California. There were no significant findings.

Weed Elementary School District employs a full time maintenance and operation manager who oversees the safety, cleanliness and adequacy of school facilities. Weed Elementary School employs two full time custodian to make sure the school is clean, safe and in good operation. The maintenance and operation manager inspects the buildings and grounds and meets with the custodian staff on a regular basis to make sure everything is working correctly and the classroom, bathrooms, cafeteria and all other parts of the school are being cleaned properly. The superintendent/principal, office staff, School Resource Officer and head of maintenance participate in quarterly safety meetings.

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

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

Year and month of the most recent FIT report: 09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	31	29	31	50	50
Mathematics (grades 3-8 and 11)	21	24	21	24	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	164	161	98.17	1.83	31.06
Male	90	87	96.67	3.33	31.03
Female	74	74	100.00	0.00	31.08
Black or African American	15	14	93.33	6.67	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	76	74	97.37	2.63	35.14
Two or More Races	23	23	100.00	0.00	43.48
Socioeconomically Disadvantaged	135	132	97.78	2.22	29.55
English Learners	27	27	100.00	0.00	22.22
Students with Disabilities	24	24	100.00	0.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	162	98.18	1.82	24.22
Male	90	87	96.67	3.33	29.07
Female	75	75	100.00	0.00	18.67
Black or African American	15	14	93.33	6.67	7.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	20.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	77	75	97.40	2.60	32.43
Two or More Races	23	23	100.00	0.00	13.04
Socioeconomically Disadvantaged	136	133	97.79	2.21	22.56
English Learners	27	27	100.00	0.00	11.11
Students with Disabilities	24	24	100.00	0.00	8.70
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5			

Note: 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.

The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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. Tina Schuster is the president of our Cub Power group and may be reached at 530-938-2715.

SCHOOL SITE COUNCIL (SSC) - Weed Elementary is committed to establishing and maintaining positive relations among the parents of our students and the community in which we live. The School Site Council is comprised of an equal number of parents and staff and advocates for other parents to get involved and provide input. The agenda is posted in the school office and on our web site for parents to read. This council sponsors educational programs for parents providing information on curriculum as well as other areas of funding that affect our children. Every other year in the fall meetings are held for EL parents to vote for ELAC to be incorporated with School Site Council. Stacy Fussell is Chairperson, Katee Ramirez is Vice Chairperson and Alisa Cummings, superintendent/principal at Weed Elementary School, acts as the secretary for SSC and may be reached at 530-938-2715.

There are many opportunities provided throughout the school year for parents to be involved. We have fundraising activities, awards banquets, ice cream social prior to school starting, back to school dinner, open house BBQ, school performances, school athletics, volunteers for class field trips, volunteers from the community to tutor students, student of the month awards, cub character awards, kindergarten round up, kindergarten and eighth grade graduation activities and ceremonies. 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 and the local newspaper.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.6	9.4	6.8	8.6	9.4	6.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 employee 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.

Weed Elementary has two dismissal times: kindergarten through third grade are dismissed at 2:15 PM. Fourth through eighth grade are dismissed at 3:00 PM. Walkers/riders are dismissed first then bus riders are dismissed to get on the bus. Every Monday we have a school-wide early dismissal at 1:00 PM. Parents and guardians of the students at WES park in designated parking areas to wait until their student is dismissed. This keeps the middle of the parking lot open for clear vision when entering and exiting the parking lot.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	2			24		2		22		2	
1	14	2			15	2			14	2		
2	21		1		16	1			20	1		
3	17	2			20	1	1		16	2		
4	29		7		21		6		12	14		
5	17	14	1		22	7	7	1	23		7	
6	28		5		29		5		12	12		
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

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	$56,161
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	14.9	-14.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$	$45,252
Mid-Range Teacher Salary	$	$65,210
Highest Teacher Salary	$	$84,472
Average Principal Salary (Elementary)	$	$107,614
Average Principal Salary (Middle)	$	$112,242
Average Principal Salary (High)	$	$
Superintendent Salary	$	$124,686
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	14+	12+	16 +

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.