

Weaverville 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

| | |
|--|-------------------------------|
| School Name | Weaverville Elementary School |
| Street | 3120 State Hwy. #3 |
| City, State, Zip | Weaverville, CA 96093 |
| Phone Number | 530.623.5533 |
| Principal | Katie Poburko |
| Email Address | kpoburko@tausd.org |
| School Website | www.weswildcats.org |
| County-District-School (CDS) Code | 53-76513-6053821 |

2022-23 District Contact Information

| | |
|---------------------------------|--------------------------------------|
| District Name | Trinity Alps Unified School District |
| Phone Number | (530) 623-6104 |
| Superintendent | Jaime Green |
| Email Address | jgreen@tausd.org |
| District Website Address | www.tausd.org |

2022-23 School Overview

Principal's Message:

Welcome to Weaverville Elementary School and Trinity Preparatory Academy.

Our school is committed to the pursuit of excellence in education. We believe that by maintaining high academic and behavioral standards, a positive learning environment for our students will be created. We strive to provide a safe and supportive school experience so that every child feels valued and encouraged to achieve his/her personal best. Our highly qualified teachers and paraeducators are dedicated to meeting the needs of every student. We work closely with families and recognize the importance of a team approach. Our top priority is to create a learning community where students, parents, and staff are proud to call Weaverville Elementary and Trinity Preparatory Academy their school of choice.

Major Achievements:

- * 100% of our instructional faculty meets No child Left Behind (NCLB) requirements for highly qualified teachers
- * Credentialed teachers offer Art, Technology, STEAM, and Spanish
- * Athletics in grades 6-8 offer volleyball, track, cross-country (grades 5-8), basketball, and cheerleading
- * Resource specialists, an intervention specialist, and a team of trained paraeducators provide support services to students with IEP's, 504's and other students that require extra academic support
- * Our students are recognized for academics, attendance, and positive character traits through assemblies
- * After School (ASES) program provides academic enrichment, structured play, other enriching activities to all students TK-8
- * Modernization projects have improved the learning environment for our school community
- * Our middle school (6th-8th grade); Trinity Preparatory Academy, provides opportunities for students to prepare for high school success
- * STEAM (Science, Technology, Engineering, Art, and Math) lab to be used as a resource for K-8 students and a STEAM

2022-23 School Overview

elective in our middle school

- * K-12 College and Career counseling program
- * K-5 Language Arts Program Success For All
- * Schoolwide Positive Behavioral Interventions and Supports (PBIS)
- * School based counselor on campus 2 times a week supporting students individually and in small groups
- * High quality Independent Study Program
- * Collaboration with local Office of Education, providing services for students with unique educational and social emotional needs.
- * On site School Wellness Liaison provided by Trinity County Office of Education
- * Campus Supervisor working with students in the area of Restorative Practices and Level 2 PBIS strategies.
- * Fencing around perimeter of campus completed
- * New playground equipment installed on the Kindergarten and 1-3rd grade play area
- * Middle school softball and baseball field

Goals for 2021-22

- * Continuously improve academic progress, as measured by State and Federal growth targets
- * Expand student support and enrichment services in the areas of math and reading
- * Maintain after-school academic and enrichment programs
- * Increase schoolwide classroom meetings supported by TCOE school based counselor
- * Continue to increase opportunities for parent education and involvement
- * Continue leadership team and establishment of professional learning communities
- * Continue to increase safety of our campus
- * Year 4 implementation of PBIS, utilize AERIES (Student information System) tracking for student behavior in order to establish effective interventions to support students and staff
- * Improve math teaching strategies for TK-8th grade utilizing diagnostic results. Improve student math fluency, provide opportunities for extra tutoring in the area of math during math intervention classes, before and after school
- * Improve school culture utilizing strategies and philosophies of PBIS, Restorative Justice, and Trauma Informed Practices
- * Implementation of Peer Court for students in middle school working with local prevention officer and court officials
- * Implement Parent Support group for families with special needs children
- * Adding 2 new parent and student events this year including ideas such as: garden night, art showcase etc. in conjunction with WES Boosters club to increase family engagement
- * Adding a softball and baseball team to our middle school sports offering

Goals for 2022-23

- * Continuously improve academic progress, as measured by State and Federal growth targets
- * Expand student support and enrichment services in the areas of math and reading
- * Maintain after-school academic and enrichment programs
- * Increase schoolwide classroom meetings supported by TCOE school based counselor
- * Continue to increase opportunities for parent education and involvement
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- * Continue to increase safety of our campus
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- * Improve school culture utilizing strategies and philosophies of PBIS, Restorative Justice, and Trauma Informed Practices
- * Implement Parent Support group for families with special needs children in collaboration with Trinity County Office of Education
- * Adding 2 new parent and student events this year including ideas such as: garden night, art showcase etc. in conjunction with WES Boosters club to increase family engagement

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 48 |
| Grade 1 | 31 |
| Grade 2 | 31 |
| Grade 3 | 36 |
| Grade 4 | 41 |
| Grade 5 | 32 |
| Grade 6 | 33 |
| Grade 7 | 33 |
| Grade 8 | 38 |
| Total Enrollment | 323 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.2 |
| Male | 49.8 |
| American Indian or Alaska Native | 5.3 |
| Asian | 1.9 |
| Black or African American | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 11.5 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 6.5 |
| White | 73.1 |
| English Learners | 1.2 |
| Foster Youth | 2.8 |
| Homeless | 3.1 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 61.9 |
| Students with Disabilities | 16.7 |

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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12.20 | 83.04 | 28.20 | 83.00 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.90 | 2.91 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 1.40 | 4.37 | 12115.80 | 4.41 |
| Unknown | 2.40 | 16.89 | 3.30 | 9.69 | 18854.30 | 6.86 |
| Total Teaching Positions | 14.70 | 100.00 | 34.00 | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

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 | |
| Total Teachers Without Credentials and Misassignments | 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 | 0.00 | |
| Total Out-of-Field Teachers | 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.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 3.30 | |

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

Weaverville Elementary School has kept current with the California Adoption cycle for core curriculum materials. The district has affirmed that each pupil, including English Learners, have their own textbook to use in class or to take home. All textbooks adopted for use at Weaverville Elementary School are standards-aligned and are California State adoptions. The District has purchased enough textbooks so that each student at the school is assured his/her own textbook.

| | |
|--|-------------|
| Year and month in which the data were collected | August 2022 |
|--|-------------|

| 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 - adopted 2017 Grades TK-5 Spring Board- adopted 8/2012 Grades 6-8 Independent Study Program: Fuel Education/PEAK adopted 2017 Handwriting without Tears- TK-5 | Yes | 0% |
| Mathematics | Ready Math adopted 8/2018 Grades TK-6 College Preparatory Math (CPM) Grades 7-8- adopted 8/2014 Independent Study Program: K-12 adopted 2017 (TK-5) Edgenuity adopted 2020 (6-8) | Yes | 0% |
| Science | Stem Labs adopted May 2019 Grades 6-8 Independent Study Program: K-12 adopted 2017 (TK-3) Edgenuity adopted 2020 (6-8) | Yes | 0% |
| History-Social Science | Glencoe (Teachers Curriculum Institut2-History Alive), Scott Foresman, Houghton Mifflin- adopted 8/2006 Houghton Mifflin-Glencoe- adopted 8/1999 Independent Study Program: K-12 adopted 2017 (TK-3) Edgenuity adopted 2020 (6-8) | Yes | 0% |
| Foreign Language | Jalen Waltman's Complete Spanish Lessons- adopted 8/2014 | Yes | 0% |
| Health | | | 0% |
| Visual and Performing Arts | | | 0% |

School Facility Conditions and Planned Improvements

The current Weaverville Elementary School was built in 1948. Since that time, classrooms and a gym have been added. The building and grounds are in very good condition, thanks to a dedicated maintenance staff. A new wing containing eight classrooms was added in 2005, as well as a new heating and air system throughout the school.

All students TK-8 have access to a Chromebook during core academics and during the After School Program. Our school has a fully up-to-date library with over 19,000 books available. Our campus includes a well equipped art room, music room, and a fully modernized Science Lab in our 6th-8th grades. The school is set up well for student learning with the latest technology, student workstations, and clean and neat facilities.

There are separate playgrounds for kindergarten, 1-3rd grades, 4-5th grades, and for the upper 6-8th grades. Site resources include a soccer field, multi-purpose field, appropriate playground equipment and a track. Student behavior on the playground during the school day is monitored by paid supervisors before school and after school by teachers.

Fencing was completed around the perimeter of the campus during the summer of 2021. New playground equipment and replacement of playground surface material on the kindergarten and 1-3rd grade play area during the 2020-21 school year. A baseball/softball field completed and ready for use Spring 2022. .

Year and month of the most recent FIT report

October 2022

| System Inspected | Rate | Rate | Rate | Repair Needed and Action Taken or Planned |
|------------------|------|------|------|---|
|------------------|------|------|------|---|

School Facility Conditions and Planned Improvements

| | Good | Fair | Poor | |
|---|------|------|------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 53 | N/A | 52 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 43 | N/A | 39 | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 210 | 202 | 96.19 | 3.81 | 52.97 |
| Female | 104 | 101 | 97.12 | 2.88 | 55.45 |
| Male | 106 | 101 | 95.28 | 4.72 | 50.50 |
| American Indian or Alaska Native | 11 | 11 | 100.00 | 0.00 | 45.45 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 28 | 28 | 100.00 | 0.00 | 42.86 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 83.33 |
| White | 154 | 146 | 94.81 | 5.19 | 53.42 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 104 | 102 | 98.08 | 1.92 | 43.14 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 42 | 38 | 90.48 | 9.52 | 26.32 |

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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 210 | 199 | 94.76 | 5.24 | 43.22 |
| Female | 104 | 101 | 97.12 | 2.88 | 39.60 |
| Male | 106 | 98 | 92.45 | 7.55 | 46.94 |
| American Indian or Alaska Native | 11 | 11 | 100.00 | 0.00 | 36.36 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 28 | 28 | 100.00 | 0.00 | 35.71 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 41.67 |
| White | 154 | 143 | 92.86 | 7.14 | 46.15 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 104 | 102 | 98.08 | 1.92 | 34.31 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 42 | 36 | 85.71 | 14.29 | 16.67 |

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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 53.13 | 43.55 | 44.58 | 32.43 | 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 69 | 62 | 89.86 | 10.14 | 43.55 |
| Female | 37 | 34 | 91.89 | 8.11 | 38.24 |
| Male | 32 | 28 | 87.5 | 12.5 | 50 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 55 | 48 | 87.27 | 12.73 | 47.92 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 32 | 30 | 93.75 | 6.25 | 36.67 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 11 | 78.57 | 21.43 | 27.27 |

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

Weaverville Elementary and Trinity Preparatory Academy welcome families to be a part of our learning community in many different ways. Families can get involved in a variety of ways here at Weaverville Elementary School and Trinity Preparatory Academy including the following:

- * volunteer in the classroom
- * volunteer to chaperone on trips and special activities
- * become a member of the School Site Council (SSC) advisory committee
- * become a member of the Booster Club
- * become a member or volunteer in the or LCAP advisory committee

In addition, we host several events including numerous sporting events, family fall carnival night, book fair, family dances and student dances, dinner fundraisers, back to school night, open house, music concerts, as well as other events to encourage family participation.

To discuss these opportunities to participate in our learning community please contact Katie Poburko, Principal at 530-623-5533 or email: kpoburko@tausd.org

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 353 | 343 | 86 | 25.1 |
| Female | 176 | 171 | 42 | 24.6 |
| Male | 177 | 172 | 44 | 25.6 |
| American Indian or Alaska Native | 18 | 18 | 8 | 44.4 |
| Asian | 7 | 7 | 1 | 14.3 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 39 | 38 | 11 | 28.9 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 23 | 22 | 11 | 50.0 |
| White | 265 | 257 | 55 | 21.4 |
| English Learners | 5 | 5 | 1 | 20.0 |
| Foster Youth | 13 | 12 | 3 | 25.0 |
| Homeless | 20 | 17 | 7 | 41.2 |
| Socioeconomically Disadvantaged | 231 | 222 | 70 | 31.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 64 | 61 | 18 | 29.5 |

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 | 2.22 | 3.07 | 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 | 5.56 | 10.76 | 5.60 | 9.72 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.28 | 0.41 | 0.99 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 10.76 | 0.28 |
| Female | 5.68 | 0.57 |
| Male | 15.82 | 0.00 |
| American Indian or Alaska Native | 11.11 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 10.26 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 4.35 | 0.00 |
| White | 11.70 | 0.38 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 23.08 | 0.00 |
| Homeless | 20.00 | 0.00 |
| Socioeconomically Disadvantaged | 13.42 | 0.43 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 15.63 | 0.00 |

2022-23 School Safety Plan

The Weaverville Elementary School Safety Plan is updated annually by our School Site Council, which is comprised of staff, administration, parents, and community members. The Safety Plan outlines what steps will be taken during different types of emergencies that may occur during school and non school hours. It includes key elements: monthly fire drills, bus evacuation, intruder alert, and other safety drills, crisis intervention plans, emergency evacuation and disaster preparedness. In addition, the plan includes an action plan for improvement of both the physical and social environment of the school, emergency contacts and board policies. This plan is approved by our School Board by March 1 of each year. During which time care is taken to make sure the plan is workable, realistic, and in full compliance with all Federal and State laws and supported by Board Policy. The School Safety Plan is reviewed by Local Law Enforcement and Fire officials as well as Trinity County Office of Education.

Our school strives to stay current in our school safety practices and procedures, and continues to make improvements to the safety and security of our students. The school has completed installation of a comprehensive CCTV camera system, installed barricade devices on all doors, and implemented "Keep N Track", an electronic sign-in/sign-out system for students, visitors and vendors. Additionally, each classroom is outfitted with emergency latrines for "shelter-in-place" incidents, and classrooms which can utilize a window as a secondary egress point, have been outfitted with emergency glass hammers.

WES/TPA campus is located on one of the 2 main highways that runs through out the county, HWY 3. It is also located next to the local park. Because of its location, it is an excellent place for families, students, and community members to gather after school hours including weekends. Many local youth organizations utilize our campus for sports practices and games. Because of this the District applied for and was granted lighting through our local utility district, Trinity County PUD. The lighting has increased safety and security on our campus. This lighting was installed in the Fall of 2020.

In addition, to increase safety around our kindergarten playground as well as the entire campus, fencing was installed around the kindergarten playground in 2020 and the entire campus during the summer of 2021.

Our School Safety Plan can be viewed at the school or on our website @ weswildcats.org

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 | 23 | 2 | | |
| 1 | 15 | 1 | 1 | |
| 2 | 18 | 1 | 1 | |
| 3 | 20 | 1 | 1 | |
| 4 | 18 | 4 | 6 | |
| 5 | 30 | | 7 | |
| 6 | 10 | 15 | 5 | |
| Other | 15 | 1 | 1 | |

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 | 20 | 1 | 1 | |
| 1 | 16 | 2 | | |
| 2 | 17 | 1 | 1 | |
| 3 | 19 | 1 | 1 | |
| 4 | 16 | 3 | 2 | |
| 5 | 30 | | 1 | |
| 6 | 15 | 4 | 2 | |
| Other | 22 | | 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 | 15 | 2 | 1 | |
| 1 | 15 | 1 | 1 | |
| 2 | 14 | 2 | | |
| 3 | 18 | 1 | 1 | |
| 4 | 7 | 5 | 1 | |
| 5 | 32 | | 1 | |
| 6 | 12 | 17 | 5 | |
| Other | 4 | 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 | |

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 |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12,647 | \$5,625 | \$7,022 | \$65,970 |
| District | N/A | N/A | \$8,254 | \$68,616 |
| Percent Difference - School Site and District | N/A | N/A | -16.1 | -3.9 |
| State | N/A | N/A | \$6,594 | \$73,001 |
| Percent Difference - School Site and State | N/A | N/A | 6.3 | -10.1 |

2021-22 Types of Services Funded

The school receives Title I, Title II, & REAP funds and uses those funds schoolwide. Weaverville Elementary School also receives Class Size Reduction funds (CSR), as well as other State and federal categorical dollars to enhance our educational program. Trinity Alps Unified received COVID relieve dollars for the 2020-21 school year.

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 |
|--|-----------------|--|
| Beginning Teacher Salary | \$42,447 | \$46,419 |
| Mid-Range Teacher Salary | \$64,405 | \$69,902 |
| Highest Teacher Salary | \$85,478 | \$97,912 |
| Average Principal Salary (Elementary) | \$110,484 | \$111,731 |
| Average Principal Salary (Middle) | | \$122,012 |
| Average Principal Salary (High) | \$119,872 | \$122,212 |
| Superintendent Salary | \$137,950 | \$150,971 |
| Percent of Budget for Teacher Salaries | 24% | 29% |
| Percent of Budget for Administrative Salaries | 4% | 6% |

Professional Development

Teachers receive three full days of staff development each year and 9 early release days per calendar year. Professional Development content is based on student needs after reviewing state testing results as well as other measures including student discipline, California Health Kids Survey and other local surveys that the school uses for evaluation. TAUSD provides teachers with additional professional development and collaboration time during the first week of school. In addition to before school professional development, early release days are embedded into the school calendar once a month to allow teachers additional time to collaborate on student data and academic goals. Our staff participate in an additional county wide training day hosted by the local County Office of Education including training on areas of specific and unique needs to our rural area including: Restorative Practices, formative assessments, behavior interventions and more. Additionally, many teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year. Ongoing professional development for principals in the district have included monthly meetings at the County Office of Education, Professional Learning Community training, and district-held administrative meetings to address current trends in education as well as annually required updates and training. All staff are encouraged to engage in continuous professional growth during the school year and during the summer by attending workshops and/or trainings at the district, county, regional and state level.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5.5 | 7.5 | 7.5 |