

McCloud 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	McCloud Elementary School
Street	332 Hamilton Way
City, State, Zip	McCloud, CA 96057
Phone Number	(530) 964-2133
Principal	Shelley Cain
Email Address	scain@sisnet.ssku.k12.ca.us
School Website	https://www.mccloudelementary.com/
County-District-School (CDS) Code	47-70409-0000000

2022-23 District Contact Information

District Name	McCloud Elementary School
Phone Number	(530) 964-2133
Superintendent	Shelley Cain
Email Address	scain@sisnet.ssku.k12.ca.us
District Website Address	https://www.mccloudelementary.com/

2022-23 School Overview

We the staff of McCloud Elementary School, in partnership with our students, parents, and community members, are committed to preparing our students for success in the present and future world

Description of School and Community

McCloud Elementary School is located in McCloud, California, a small mountain community situated at the foot of Mt. Shasta. The population of the town of McCloud is about 1,100, and the school enrollment K-8 is 50. The community is predominantly white. English is the dominant language. The town has struggled economically for years due to lack of industry and other employment opportunities. The timber industry is no longer the main source of jobs. Many of the new jobs are in the service industry. The U.S. Forest Service employs a large number of workers as do various land management companies. Most of these jobs are seasonal, resulting in a low economic standing for the community. Many families face months of unemployment each year. However, the town has made a movement toward tourism as a new economic base. Many families work outside the community in neighboring towns like Dunsmuir, Mt. Shasta and Weed. Rental properties in McCloud are severely limited and families have had to move in order to find a home to rent. Just this last year, we lost several families due to lack of rental homes. The MCSD is attempted to pass an ordinance that would limit vacation rentals due to the negative impact on the community and population, but it failed to pass. There are 51 vacation rentals in McCloud and finding housing for families has grown increasingly difficult. McCloud has 80% of all vacation homes in Siskiyou County and it has dramatically impacted the town and families.

McCloud Elementary School provides the following for all students: a stimulating environment, a well-maintained school plant, one administrator, 3 full-time certificated teachers and two part time teachers. The school employs classified staff for instructional aides, office, cafeteria, and custodial duties. The district provides all basic textbooks, all necessary supplies and materials, P.E. equipment, a well-stocked library, audio-visual equipment, computers and software. Additionally, the district has a yoga program, GATE, intervention and is working on implementing a Spanish program. The district also provides online counseling services, and a limited transportation program for chronic absentees or parents without transportation. The district contracts with the Siskiyou County Office of Education for specialized services and personnel. These services include: a Resource Specialist, Speech and Language Specialist, School Psychologist, School Nurse and Occupational Therapist.

Our school also offers an after-school program for all of our students. Students receive a healthy snack, help with homework and the ability to participate in some interesting extracurricular activities such as: music, art, sewing, computer graphics and

2022-23 School Overview

some culinary activities. Our sports program is also linked with our after-school program. The S.A.F.E. (Siskiyou Afterschool for Everyone) program begins at 12:30 P.M. for our kindergarten students, at 2:45 for the 1st to 3rd graders, and at 3:00 for all other students. The program remains open until 6 P.M..

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	7
Grade 2	7
Grade 3	6
Grade 4	5
Grade 5	4
Grade 6	7
Grade 7	8
Grade 8	14
Total Enrollment	65

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
American Indian or Alaska Native	3.1
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	18.5
White	60.0
English Learners	0.0
Foster Youth	0.0
Homeless	4.6
Migrant	0.0
Socioeconomically Disadvantaged	75.4
Students with Disabilities	13.8

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.80	100.00	3.80	100.00	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	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	3.80	100.00	3.80	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)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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.

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

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	<p>Wonders (Primary)</p> <p>Supplemental Materials: Houghton Mifflin A Legacy of Literacy 2003 K- 6 SBE: Yes (Used for narrative studies)</p> <p>Glencoe The Reader's Choice 2003 7-8 SBE Yes (Use for narrative studies)</p> <p>Numerous novels for novel studies at all grade levels</p> <p>Curriculum supported with subscription to expository texts & current events: Junior Scholastic and Scope Magazines are delivered monthly throughout the school year.</p>	No	0
Mathematics	<p>Eureka Math (Primary)</p> <p>Supplemental: Houghton Mifflin Mathematics 2010 K-3 SBE: Yes</p> <p>Houghton Mifflin/Harcourt - CALIFORNIA GO MATH! 4TH-8TH Grades 2014 SBE: Yes</p>	Yes	0
Science	<p>F.O.S.S. - K-8 full STEM science system of labs and curriculum 2019</p> <p>Harcourt Science 2000 SBE: Yes (used to support online and FOSS)</p> <p>Holt California Science 7-8 SBE: Yes (Used to support online and FOSS)</p> <p>6/7/8 Science is supported with expository text Science World biweekly per month of the school year.</p> <p>6/7/8 Science also supported by Kids Discover magazine</p> <p>Discovery Education online E-Book curriculum for K-8 grades.</p>	Yes	0
History-Social Science	<p>Studies Weekly K - 8</p> <p>Kids Discover History Magazines 6-8</p> <p>Supplemental: Houghton Mifflin Social Studies 2007 SBE: Yes</p> <p>McDougal Littell History 7-8 SBE: YES</p> <p>Supplemental project materials used (ie. pockets) and Junior Scholastic Social Studies magazine used weekly.</p>	Yes	0
Foreign Language	NA		NA
Health	NA		NA

School Facility Conditions and Planned Improvements

The main building houses classrooms for grades TK-8, a well-stocked library, a science room, Special Education room, Speech Therapy/Counseling Room, two SAFE rooms, a cafeteria/multipurpose room and office area. The preschool classroom is in a separate building. The buildings, including restrooms, are clean, safe, and in good repair. The custodian is dedicated to maintaining a stable, clean and safe environment for staff and students.

Fire alarms and heating systems are in good repair and working order. The building has access to internet throughout and each classroom has desktop computers for staff and student use. Every student has access to a computer via desktop or Chromebooks with a more than 1:1 student to computer ratio. The wireless network was update and fiber optic was recently installed in 2022.

Our grounds are very large and well-maintained, with two blacktop playing areas that have basketball hoops, and large playing field areas. The northern playground and parking lot were repaved in the summer of 2019. The southern playground is not used for recess or PE; therefore repair has not been budgeted. The roof was resurfaced in its entirety and new gutters were also installed. A new HVAC system was also installed to replace and outdated boiler system.

School Facility Conditions; Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Year and month of the most recent FIT report

January 9, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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	51	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	25	N/A	25	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	43	41	95.35	4.65	51.22
Female	23	21	91.30	8.70	52.38
Male	20	20	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	39.13
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	30	29	96.67	3.33	51.72
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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	43	40	93.02	6.98	25.00
Female	23	20	86.96	13.04	15.00
Male	20	20	100.00	0.00	35.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	22.73
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	30	28	93.33	6.67	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

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)	18.18	37.5	18.18	37.5	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	17	16	94.12	5.88	37.5
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	NA	NA	NA	NA	NA

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

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers, and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

The McCloud Community PTO officers are very active in organizing events for the school and are responsible for helping educate our parents about the needs of our school. The PTO has paid for field trips and special events that our students might not otherwise have enjoyed without their help. This year the PTO added Movie Nights and maintained a concession at sporting events to raise funds. Parents can become a part of the McCloud Community PTO at any time throughout the year.

The Chamber of Commerce, the McCloud Community Resource Center, the McCloud High School Alumni Association, the American Legion Women's Auxiliary, the McCloud Community Recreation Council, the McCloud Garden Club and other business owners also contribute funds to support enrichment activities in the school. Great Northern has provided snacks and food bags for our families during vacation days. Some other examples of our parent and community involvement occur when parents, alumni and community members attend our McCloud After School program to share their expertise in a variety of areas. This past summer, many community members participated in our summer program that was sponsored by the Resource Center.

Parents are invited to several events throughout the year at McCloud Elementary School. Participation rates are high at Back to School Night, Open House, Parent-Teacher Conferences, on field trips and volunteering in class. Parents are encouraged to complete satisfaction surveys each year in the spring. Over 95% of parents return surveys each year and most express satisfaction with the school and special programs.

In order to engage parents/guardians positively in their children's education, the Superintendent encourages staff members to do the following:

- Help parents/guardians develop parenting skills and to provide home environments that support their children's academic efforts and development as responsible members of society.

2022-23 Opportunities for Parental Involvement

- Inform parents/guardians that they can directly affect the success of their children's learning and provide them with techniques and strategies to improve their children's academic success and to help their children in learning at home.
- Initiate consistent and effective two-way communication between the home and school, so that parents/guardians may know when and how to help their children in support of classroom learning.
- Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers, and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.
- Encourage parents/guardians to serve as volunteers in the school, attend student performances and school meetings, and participate in Site Council and other activities, in which they may undertake governance, advisory, and advocacy roles.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	71	70	43	61.4
Female	33	32	21	65.6
Male	38	38	22	57.9
American Indian or Alaska Native	3	2	2	100.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	15	15	10	66.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	8	61.5
White	39	39	23	59.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	54	53	39	73.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	11	5	45.5

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	1.67	1.67	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	4.17	4.23	4.17	4.23	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.23	0.00
Female	0.00	0.00
Male	7.89	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.13	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	0.00

2022-23 School Safety Plan

Date of Last Review/Update August 2022

The School Safety Plan was reviewed and updated at the beginning of the 2022-23 school year. Parents can access pertinent details of the School Safety Plan in the parent handbook and receive a copy upon request. The Safety Plan addresses preparations for responding to earthquake, fire, and intruders as well as procedures for drills. Lock down and Shelter in Place procedures were also included in the safety plan and are practiced along with fire drills. The plan and procedures are reviewed with all staff members before school begins each fall and revisions are made as needed. Each year, the school nurse provides training for all school personnel on safety procedures, health concerns, first aid, blood borne pathogens, epi-pen protocol and other safety issues.

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
6	34			1
Other	11	3		

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
Other	14	3		

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
6	7	1		
Other	14	3		

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	12,775.30	2,025.76	10,749.54	\$49,580
District	N/A	N/A	10,749.54	\$51,446
Percent Difference - School Site and District	N/A	N/A	0.0	-3.7
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	47.9	-39.6

2021-22 Types of Services Funded

Description of the use of Program Funds

- Title I funds provide supplemental teacher and instructional aid support
- Title II funds support a teacher for the purposes of class size reduction
- Economic Impact Aid funds support Instructional Aides

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	\$37,485	\$46,844
Mid-Range Teacher Salary	\$51,139	\$73,398
Highest Teacher Salary	\$60,978	\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$84,525	\$136,296
Percent of Budget for Teacher Salaries	25%	30%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

Strong leadership from the teaching staff and Administration ensures a high-quality educational program based on current research, and developmentally appropriate expectations for instruction and State Standards. The staff has diligently followed the developments in Common Core Standards and CAASPP testing. Teachers were instructed in the use of the online curriculum in order to provide access to online resources for students. Teachers took part in online webinars for training on the new social studies curriculum, Studies Weekly and use of Renaissance Math and Reading (FLOW 360).

All staff members have been involved in a variety of activities to improve their skills and bring new techniques, materials, and methods to the classroom. Teaching skills are upgraded by attending summer classes, after-school classes, in-service training, and specifically designed training to meet teachers' needs. Emphasis has been placed on keeping current on Common Core Standards and implementation. Training in ACEs (Adverse Childhood Experiences) took place in February of 2020. Courses in mindfulness, SEL, and GLAD are happening continuously. One teacher was trained and certified in yoga to offer it as an enrichment program for students.

In-house training and shared best practices occur monthly on Collaboration Days. Due to the small staff, it is often more cost effective and logistically effective to conduct training in-house. Future Professional Development will be in Common Core Standards implementation and CAASPP testing as needed.

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	10	10	10