

Weed High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Weed High School
Street	909 Hillside Drive
City, State, Zip	Weed, CA 96094
Phone Number	(530) 938-4774
Principal	Danielle Dewhurst
Email Address	ddewhurst@sisuhd.net
School Website	weedhighschool.com
County-District-School (CDS) Code	47-70466-4738753

2023-24 District Contact Information

District Name	Siskiyou Union High School District
Phone Number	(530) 926-3006
Superintendent	Michael Wharton
Email Address	mwharton@sisuhd.net
District Website	www.sisuhd.net

2023-24 School Description and Mission Statement

Weed High School is located in the town of Weed, California. Looming in the background of the school is the majestic 14,162 ft. Mt. Shasta. The mountain overlooks a town that was once a vigorous lumber-producing community. The economics have changed, but the environment still boasts the beauty of the Eddy mountains, the clean, crisp water of the Sacramento, Shasta, and Klamath rivers, and a multitude of wildlife that awe hunters, fishermen, and naturalists alike. This environment still affords some timber harvesting and invites plenty of outdoor recreational activity. Breathtaking scenery surrounds the campus and access to more natural beauty is never very far away. The school is far removed from urban life, but is fortunate to possess a diverse ethnic population of students. The student population mirrors the natural aesthetics of the school. The multi-ethnic, multicultural students at Weed High School respectfully and harmoniously relate to one another, giving a stunning campus an even greater sense of beauty.

Weed High School Vision

Weed High School students, parents, staff and community members know that when our students receive a WHS diploma, they are college and career ready. Students possess a plan, skills, and strategies to confidently enter their post-high school experience. We CARE!

We CARE!

Character - It's what each individual brings to the table in our community.

Academics - We offer rigorous programs that prepare students for college and career options.

Relationships - We build strong relationships that foster acceptance and empathy.

Excellence - We encourage our students and our staff to strive for excellence in everything we do.

2023-24 School Description and Mission Statement

We CARE about who you are and where you are from.
We CARE about your future and who you will become.

You might wonder...

Why do we have consequences? Because we CARE about hard work and expect you to give your all.
Why do we practice? Because we CARE about you reaching your maximum potential.

We CARE about having a positive impact on your life, which is why we are excited to be sharing in this journey with you!

Core Values

We value:

Personal well being

Relevant and rigorous education

Intervention, enrichment and support

Current instructional practice and technology

The process of learning

Social skill development

Parent and community involvement

Weed High School has incorporated a one to one computer to student ratio. All students are given a Chrome Book that they use during their high school career. Students are learning to use the computer as a tool to access curriculum and teacher developed assignments and projects. Part of this experience teaches research, collaboration, and communication skills that will be necessary for their future college and career choices.

Weed High School also provides all students with college and career exploratory experiences during each of their high school years. The following is an outline of these experiences:

Freshman: Interest inventories, future college and career exploration, Develop College and Career Plan, College visits

Sophomore: Continue College and Career Plan, College visits, Job Shadow experience

Junior: Continue College and Career Plan, College and Career tour, Interview Fair

Senior: Continue College and Career Plan, Senior Project, College and Career application and placement

Weed High School is a GEAR UP school. As a GEAR up school, students are provided with additional college and career planning and academic support to help ensure success with their post high school plans and options.

We have an Athlete Committed Program that focuses students on healthy lifestyle choices in the areas of - avoiding drugs and alcohol, nutrition, sleep, effective training and recovery, leadership and sportsmanship.

Weed High School received a six year accreditation from the Western Association of Schools and Colleges (WASC) in 2018 and a successful mid-cycle review in 2022.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	52
Grade 10	58
Grade 11	38
Grade 12	47
Total Enrollment	195

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1%
Male	54.4%
American Indian or Alaska Native	1.5%
Asian	3.6%
Black or African American	7.2%
Filipino	0.5%
Hispanic or Latino	21.5%
Two or More Races	17.4%
White	43.6%
English Learners	4.1%
Foster Youth	0.5%
Socioeconomically Disadvantaged	52.8%
Students with Disabilities	12.8%

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)	6.10	66.38	23.20	72.26	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	0.30	1.09	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	33.51	6.80	21.25	12115.80	4.41
Unknown	0.00	0.00	1.70	5.34	18854.30	6.86
Total Teaching Positions	9.10	100.00	32.10	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)	7.80	73.02	24.50	69.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	2.15	1.70	5.06	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	14.85	4.80	13.71	11953.10	4.28
Unknown	1.00	9.80	4.20	11.87	15831.90	5.67
Total Teaching Positions	10.70	100.00	35.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	3.00	1.50
Total Out-of-Field Teachers	3.00	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	13.6
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Before any textbooks or materials are ordered by staff, they must be reviewed and adopted through district textbook adoption cycle and committee which pilots books and evaluates them with a final presentation to the board. Every effort is made to obtain quality textbooks and materials. All core curricular textbooks are standards aligned. Supplemental curriculum is used to reinforce subject matter concepts being taught. All students at Weed High School have access to standards aligned textbooks. The school has over 200 computers and the library has 5,800 books.

Year and month in which the data were collected

12/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English I Elements in Literature 3rd Holt, Rinehart & Winston 0-03-052062-2 2000 2000 English II Elements in Literature 4th Holt, Rinehart & Winston 0-03-67282-1 2003 2003 English III Elements in Literature, 5th Holt, Rinehart & Winston 0-03-067283-x 2003 2003 English Everything's an Argument Lunsford/Ruskiewicz 978-1457606069 2006 2020 English III/IV Writer's Inc Houghton Mifflin 978-06695299-4 2006 2007 English IV Bedford Into. To Literature Myers 978-0-31247-200-9 2008 2008 English IV Everything's an Argument Lunsford/Ruskiewicz 0-312-44750-7 2006 2009 English IV Language of Composition Bedford 0-312-45094-x 2008 2009 English IV St. Martin's Handbook Lunsford/Ruskiewicz 978-0-3144-315-3 2008 2008 English Mythology Bedford 978-0756643096 2009 2011 English Profiles in Courage Harper 978-0-0605-30624 2015 2015 English Models for Writers Bedford 978-0-312-56217-6 2012 2015 English Mindset-New Psychology of Success Ballantine Books 978-0-345-47232-8 2006 2016 English Prentice Hall Reference Guide Prentice Hall 978-0-205-78231-4 2011 2015 English Norton Field Guide to Writing Norton & Company 978-0-393-61737-5 2016 2018 English They Say, I Say Norton & Company 978-0-393-61743-6 2017 2018 English Exploring Literature Pearson 0-7854-4075-5 2007 2022	Yes	0
Mathematics	Math Math for Business & Personal Finance McGraw Hill 978-0-078805-05-9 2007 2009 Math Math for Business & Personal Finance McGraw Hill 978-0-078883-64-4 2007 2010 Math Precalculus 7th Edition Prentice Hall 0-13-143120-x 2005 2017 Math College Algebra 10th Edition 978-0321979476 2020 Math Precalculus 10th Edition Prentice Hall 978-0321979070 2016 2020 Math BMI Integrated Math I Larson Tech. Inc. 978-1680331127 2016 2022 Math BMI Integrated Math II Larson Tech. Inc. 978-1680330687 2016 2022 Math BMI Integrated Math III Larson Tech. Inc. 978-1680330878 2016 2022	Yes	0
Science	Science Biology: Unity & Diversity of Life Pearson Education 978-1-305-25132-8 2016 Science The Immortal Life of Henrietta Lacks Broadway Books 1400052181 2011 Science Experience Chemistry Vol. 1 & Vol. 2 Savvas Learning Co. 978-1-4183-3547-2 2021 2022	Yes	0

	<p>Science Experience Chemistry Vol. 1 Only Savvas Learning Co. 978-1-4183-0680-9 2021 2022</p> <p>Science Experience Chemistry Teachers Guide Savvas Learning Co. 978-1-4183-3226-6 2021 2022</p> <p>Science Experience Biology The Living Earth Savvas Learning Co. 978-1-418-2953-2 2020 2022</p> <p>Science Experience Physics Savvas Learning Co. 978-1-4183-3396-6 2022 2022</p> <p>Science Environmental Science:A Global Concern Savvas Learning Co. 978-1-4183-3635-6 2021 2023</p>		
History-Social Science	<p>The Americans 2002</p> <p>A People and a Nation 2012</p> <p>World History/Modern Times 2006</p> <p>World Geography – Scholastic 1988</p> <p>World Geography – Glenco 2002</p> <p>American Government 1997</p> <p>Economics, Principals in Action 2007</p>	Yes	0
Foreign Language	<p>Language Language 3rd Edition Book C Cambium Learning 978-5931-8321-9 2006 2010</p> <p>Language Language 3rd Edition Book D Cambium Learning 225BKDSTU 2006 2010</p> <p>Language Measure Up CAHSEE People's Education 978-1-4138-2190-1 2010 2010</p> <p>Language Review/Practice of ELA Standards Perfection Learning Workbook 2010 2010</p>	Yes	0
Health	<p>Humanities Health Skills Prentice Hall 0-13-424920-8-8 1997 1998</p> <p>Humanities Responsible Driving AAA 0-07-867812-9 2006 2009</p>	Yes	0
Visual and Performing Arts	<p>Fine Arts Art in Focus Glencoe/McGraw Hill 0-02-662312-9 1986 2010</p> <p>Fine Arts Basic Speech Experiences Carlisle/Hensley 0-931-05-4540 2007 2010</p> <p>Fine Arts The Art of Photography O'Riley Media 978-1-933952-680 2000 2011</p> <p>Fine Arts Theater Arts i & II Meriweather 978-1566081498 1998 2011</p>	Yes	0

School Facility Conditions and Planned Improvements

Each student and staff member takes immense pride in the school as evidenced by the manicured school grounds and new-looking 62-year-old facilities. Visitors invariably comment on the impeccable condition of the entire campus. Our main building was built in 1959. A modernization project was conducted on this building in 1997. During the 2007–2008 and 2008–2009 school year, modernization took place on three portable classrooms and an annex that houses two classrooms. One custodian and one maintenance and grounds person clean each classroom and restroom daily as well as maintain the facilities.

During the Summer of 2009, Weed High School added an additional shop building that hosts our Construction program and an additional room for our welding classes. In addition, a portable was added to house our technology lab. In the summer of 2010 Weed High School received a new exterior paint job and new HVAC system.

During the 2019-20 school year, our Welding and Business labs were modernized with state of the art equipment, furniture and curriculum.

During the 2019-20 school year, the main building was re-roofed as a district maintenance project. Weed HS is planning on modernization of additional buildings and classrooms in the near future.

Year and month of the most recent FIT report

May 10, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The HVAC system was replaced during the Summer 2010.
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			The Annex roof was replaced during the Spring of 2010, and the main building roof was replaced during the 2019-20 school year. The Main building roof was replaced during the 2019-20 school year.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Planned repaving project for post modernization.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57	71	50	69	47	46
Mathematics (grades 3-8 and 11)	16	29	16	21	33	34

2022-23 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	35	34	97.14	2.86	70.59
Female	13	12	92.31	7.69	66.67
Male	22	22	100.00	0.00	72.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	80.00
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	17	17	100.00	0.00	47.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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	35	34	97.14	2.86	29.41
Female	13	12	92.31	7.69	16.67
Male	22	22	100.00	0.00	36.36
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	40.00
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	17	17	100.00	0.00	11.76
Students Receiving Migrant Education Services	0	0	0	0	0
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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.27	--	25.42	20.69	29.47	30.29

2022-23 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	62	9	14.52	85.48	--
Female	28	4	14.29	85.71	--
Male	34	5	14.71	85.29	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	3	21.43	78.57	--
White	27	2	7.41	92.59	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	5	17.24	82.76	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Weed High School prides itself in our Career Technical Education (CTE) Programs. We currently offer CTE Career Paths sequence of courses that lead to certification in the following areas:

- Building and Construction Trades
- Manufacturing and Product Development
- Arts Media and Entertainment
- Business and Finance
- Health Science and Medical Tech
- Culinary Arts/Restaurant Management

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	168
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	93.85
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	23.53

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 9	80.1%	91.5%	95.7%	95.7%	93.6%

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.

2023-24 Opportunities for Parental Involvement

Parents have a number of opportunities to be involved with and participate in the high school program.

-PAC (Parent Advisory Committee organizes workshops and activities for parents and students).

-School Site Council is an organization comprised of parents, students and staff members. SSC helps to develop the site LCAP (Local Control Accountability Plan), oversee and make recommendations for program improvement and safety processes.

-Parents can also be a part of Cougar Power (which is the athletic support organization).

- Parent Diversity and Equity Group (organizes multicultural events to help students engage in the rich and diverse ethnicities of Weed HS). We are committed to empowering parents with information via workshops, resources, and programs regarding higher education to provide them with support and encouragement to be involved in their child's education and guide their children towards post-secondary education options.

Parents can register to receive daily email information about school activities as well as view their student's attendance, class work, and progress through the Internet using communication tools in Aeries and Parent Square. Parents and community members can also participate as College and Career Readiness Volunteer. These volunteers assist with a variety of tutoring, senior project, and other student programs at Weed High School.

During the 2023-24 school years, parents and students were invited to be part of the district Local Control Accountability Plan (LCAP) development. You can view our district LCAP at <http://www.sisuhd.net/>

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	4.3	7.4	4.2	10.3	7.4	8.5	9.4	7.8	8.2
Graduation Rate	84.8	92.6	95.8	84.6	91.2	89.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	48	46	95.8
Female	25	24	96.0
Male	23	22	95.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	20	19	95.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	39	38	97.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	214	207	83	40.1
Female	99	94	37	39.4
Male	113	112	45	40.2
Non-Binary	2	1	1	100.0
American Indian or Alaska Native	5	5	1	20.0
Asian	7	7	3	42.9
Black or African American	15	15	5	33.3
Filipino	1	1	1	100.0
Hispanic or Latino	44	43	18	41.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	36	35	9	25.7
White	96	91	42	46.2
English Learners	9	9	2	22.2
Foster Youth	1	1	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	156	151	58	38.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	15	51.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.74	7.94	0.00	3.36	6.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.94	0
Female	10.1	0
Male	6.19	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.67	0
Filipino	0	0
Hispanic or Latino	6.82	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.56	0
White	9.38	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	8.97	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	10.34	0

2023-24 School Safety Plan

Weed High School's Safe School Plan was developed to effectively manage natural and man-made emergencies on campus. Our disaster plan manual outlines procedures and responsibilities for staff and students during an emergency. At least twice a year we conduct an evacuation and emergency response drill. The School Safety Committee meets regularly to review and assess drills and campus safety and maintenance issues. To increase Weed's safety response, the school has a school emergency procedures posted and developed in the event staying in the classroom is the safest response to a crisis. After the recent Mill Fire, we have added additional plans and procedures that were developed during our After Action Disaster Team meeting in coordination with county emergency supports ex. Office of Emergency Services. The procedural information is in the staff handbook and is reviewed annually. The Weed High School campus is monitored by a security camera system and vigilant staff and students. Staff have undergone ALICE training this last October and will continue to work with Weed Elementary School and the Weed Police Department to implement updated ALICE training and protocols for Active Shooter Response.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	6	2	
Mathematics	21	3	2	
Science	21	3	3	
Social Science	29	1	1	2

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	10	1	
Mathematics	17	6	4	
Science	20	4	3	
Social Science	20	5	1	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	5	3	0
Mathematics	22	3	3	1
Science	17	7	1	0
Social Science	20	5	1	0

2022-23 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	97.5

2022-23 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$13,913.29	\$3,638.77	\$10,274.52	\$66,566.16
District	N/A	N/A	\$12,352.63	\$66,859
Percent Difference - School Site and District	N/A	N/A	-18.4	-0.4
State	N/A	N/A	\$7,607	\$78,566
Percent Difference - School Site and State	N/A	N/A	29.8	-16.5

Fiscal Year 2022-23 Types of Services Funded

Weed High School has one full-time Dean of Students who assists students and their families with guidance toward graduation and college admissions. The dean works with students through various academic situations. This position also implements regular school-wide presentations and runs a variety of student support and school to career activities. These include a college and career fair, job shadow week for freshman and sophomores, and college tours.

Weed High School has a GEAR UP program that provides additional college and career guidance for students.

Our school nurse works part time and is contracted through our Siskiyou County Office of Education.

We offer elective classes in various CTE (career technical education) pathways like: Building and Construction Trades, Manufacturing and Product Development, Arts Media and Entertainment, Business and Finance Health Science, Medical Tech, and Culinary Arts.

We offer tutoring services for students

Over 60 percent of Weed High School students participate in athletics. We offer the following sports:
 Fall: Volleyball, Football, Soccer, Cross-country, Cheerleading, Swimming
 Winter: Basketball, Ski and Snowboard, Cheerleading
 Spring: Softball, Baseball, Golf, Track and Field.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$52,865	\$49,934
Mid-Range Teacher Salary	\$67,582	\$66,543
Highest Teacher Salary	\$91,361	\$98,389
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$107,515	\$125,276
Superintendent Salary	\$130,544	\$150,478
Percent of Budget for Teacher Salaries	29.51%	25.54%
Percent of Budget for Administrative Salaries	7%	5.68%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

Staff development has focused on the development of curriculum content across the district, Restorative Justice, and Performance Task development. Staff participated in a variety of County Office of Education ELA and Math Common Core trainings and College and Career Readiness Training's. Staff development is ongoing at Weed High School. In addition, Siskiyou County Office of Education offers training's that all staff are invited to attend, depending on content being covered. Staff is also encouraged to attend training/conferences that are out of the area and cover topics of interest, articulate with feeder schools and post secondary institutions, and conduct PLC work for scope and sequence development.

Each year, the Siskiyou Union High School District offers certificated staff members with the opportunity to train or enhance their skills in a number of curricular and strategy areas. Weed High School staff trained in the following areas:

- Distance and on-line teaching and learning
- Advisory Program Training
- Social Emotional Learning Training
- Restorative Practice
- Literacy
- Career Technical Education
- Math program training
- Science Program training
- Dual Enrollment course development and articulation with College of the Siskiyous
- MTSS

PLC Development

- Curriculum Development
- Social/Emotional learning/stress relief management

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	