

French Gulch-Whiskeytown Elementary School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

French Gulch-Whiskeytown Elementary School

Grades K-8
CDS Code 45-69997-6050322

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11442 Cline Gulch Road
French Gulch, CA 96033
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Principal's Message

Welcome to French Gulch-Whiskeytown Elementary School!

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

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

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

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

As we embrace California's evolving state standards, we know that we are equipping our students to become lifelong learners who are ready, skilled and confident to contribute to a constantly changing global society. The recent pandemic has tested our students' resilience and adaptability. They have met the challenge of responding to an ever-changing social landscape.

The 2021-22 school year started with five-day-a-week in-person instruction. Parents who remained leery of continuing health concerns regarding Covid-19 were offered hybrid or home school options. However, all parents chose five-day-a-week in-person instruction over alternatives.

CAASPP scores for 2021-22 were relatively strong but not as strong overall as 2020-21. FGWS' sample size is still not large enough to make meaningful conclusions on a percentage basis. Yet all students showed individual growth based on data using school wide measures for English language arts (ELA) and math.

Starting the 2022-23 academic year, there was one parental/guardian request to participate in home study rather than in-person instruction. Those students work closely with the homeroom teacher and a home school teacher as well. They also participate weekly in a visual and performing arts (VAPA) activity on Fridays.



Parental Involvement

Parents are encouraged to participate on a number of committees within FGWS' province. Members are needed for participation on our School Site Council, which addresses our Local Control Accountability Plan (LCAP), safety plan, student and family engagement and other areas that keep our school safe, vibrant and responsive to local needs.

For more information on how to become involved at the school despite this unique time, please contact the school office at (530) 359-2151.

School Safety

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

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

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

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

The school safety plan is in the process of being updated. It is discussed amongst school faculty in monthly meetings with an expected completed revision by January 2023.



School Accountability Report Card

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

School Mission Statement

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

School Vision Statement

Successful Students Today ~ Successful Citizens Tomorrow

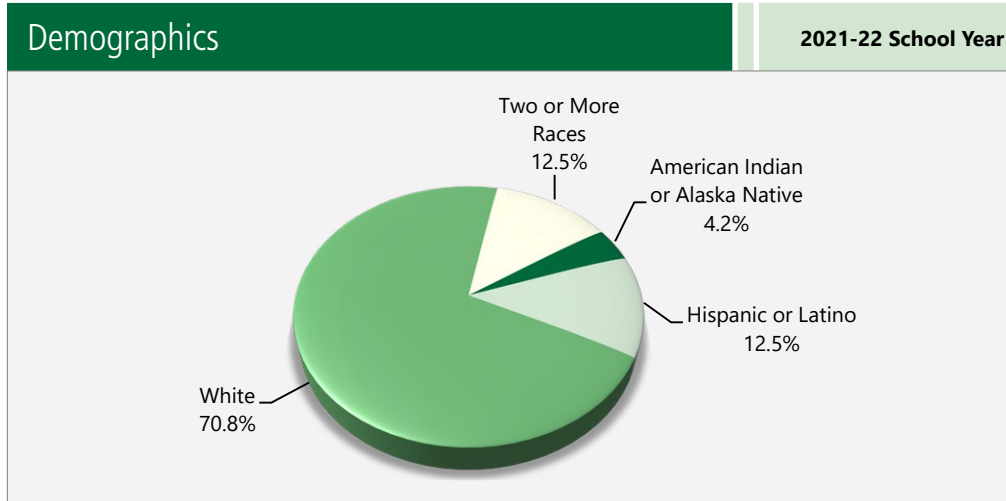
Governing Board

- Heather VanHorn, President
- Lesley Pearson, Clerk
- Sara Wells, Member
- Crystal Andersen, Member
- Keli Laws, Member



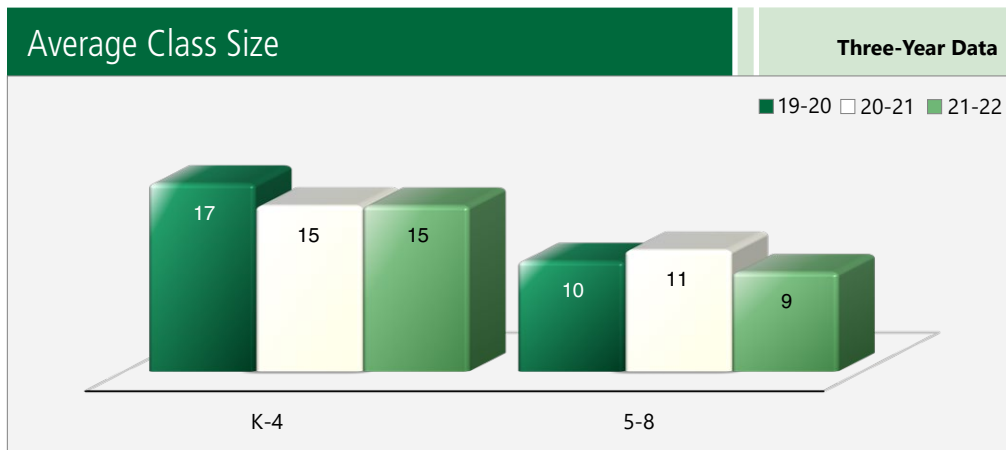
Enrollment by Student Group

The total enrollment at the school was 24 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

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



Grade	Three-Year Data								
	2019-20			2020-21			2021-22		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-4	1			1			1		
5-8	1			1			1		

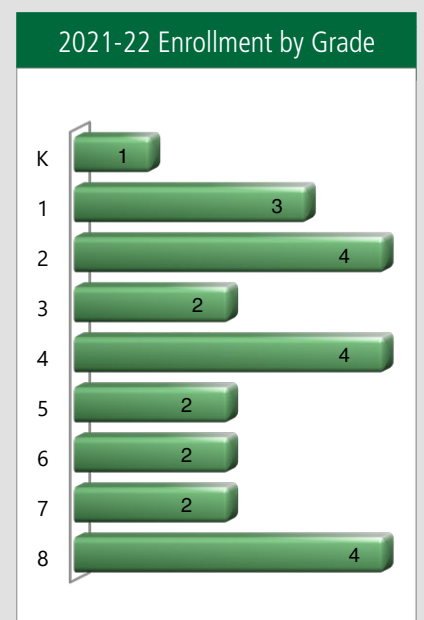
Enrollment by Student Group

Female	45.80%
Male	54.20%
Non-Binary	0.00%
English learners	0.00%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	66.70%
Students with Disabilities	16.70%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.



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



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	FGWES		FGWESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	0.0%	0.0%	0.0%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: 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.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year
	FGWES		FGWESD	California
	19-20		19-20	19-20
Suspension rates	0.0%		0.0%	2.5%
Expulsion rates	0.0%		0.0%	0.1%

Note: 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.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

California Physical Fitness Test

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

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

Percentage of Students Participating in each of the Five Fitness Components	
2021-22 School Year	
Grade 5	
Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%
Grade 7	
Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%





SARC Reporting in the 2020–21 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

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.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	FGWES		FGWESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	❖	❖	❖	❖	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	FGWES		FGWESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	47%	*	47%	*	47%
Mathematics	*	53%	*	53%	*	33%

❖ Scores are not shown 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.

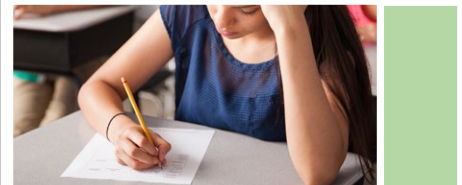
* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school 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.

Statewide Assessments

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).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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



CAASPP Test Results by Student Group: Science (grades 5 and 8)

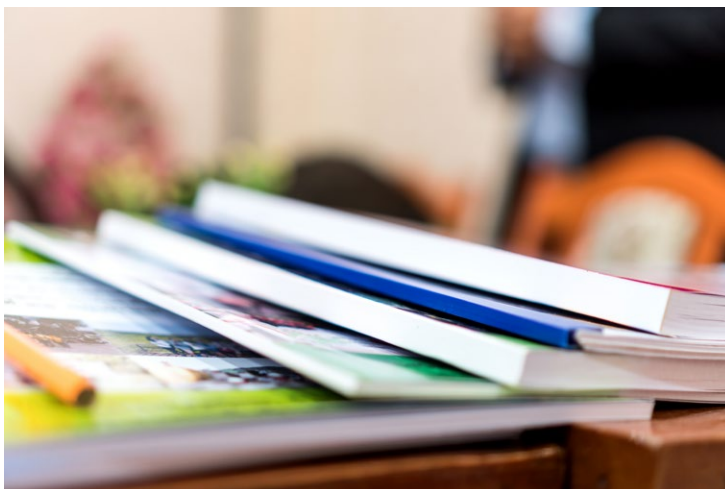
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	❖	❖	❖	❖	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

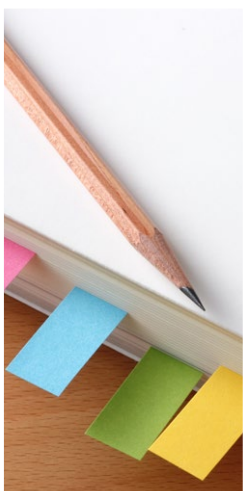




CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	17	17	100.00%	0.00%	47.06%
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	12	12	100.00%	0.00%	33.33%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	0.00%	41.67%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.

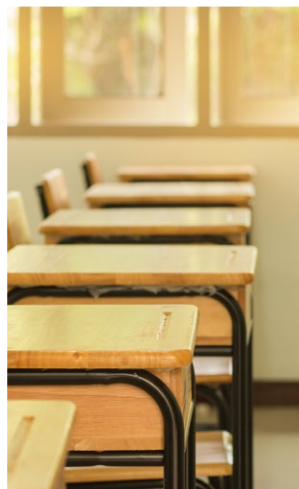




CAASPP Test Results by Student Group: Mathematics (grades 3-8)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	17	17	100.00%	0.00%	52.94%
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	12	12	100.00%	0.00%	50.00%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	0.00%	50.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ Scores are not shown 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.





Textbooks and Instructional Materials

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

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

Both the McGraw Hill Science and Social Science series were adopted at the beginning of the 2021-22 school year. Students and teachers alike have received both series enthusiastically.

The most recent verification of the sufficiency of adequate textbooks in compliance with the Williams case occurred on October 18, 2022, at our monthly board meeting.

The school continues to acquire specific Montessori instructional materials, which are aligned with Common Core State Standards, however we have had to adjust to be in compliance with Covid-19 guidelines of not sharing materials.

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

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

In June 2020, the CDE provided 25 Chromebooks to FGWS. Additional Chromebooks have been added as our 2020-21 enrollment has increased. Each student has an individual Chromebook or other device to access online programs such as Smarty Ants Read Naturally, IXL and google classroom in addition to other web-based programs.

Many families in the area do not have access to the internet. Under supervision, community members may use the internet at the school site to assist in activities such as job searches and finding medical providers. Graduates from our school also use our online resources to help with their high school or community college research projects. Access to the school's WIFI is available in the school parking lot although signal strength can vary throughout the day.

FGWS continues to investigate ways to mitigate the digital divide that exists in French Gulch. It is not enough to add hot spots in many cases as one needs to be able to access the "sweet spot" within the hot spot to connect digitally. Visual sight of Shasta Valley is almost a prerequisite to obtaining reliable connectivity. We have contacted the BIIG program out of Imperial County Office of Education. We may be eligible for a new delivery model that will mitigate some of the geographic issues we face in receiving signals. We continue to wait for availability of Starlink in the community. As of 2022-23, updates indicate that the community of French Gulch does not have the population density required to bring Starlink to the community.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2022-23 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



Currency of Textbooks

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

Currency of Textbooks	
2022-23 School Year	
Data collection date	10/18/2022



Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	Wonders series, MacMillan/McGraw-Hill (K-6)	2015
Reading/language arts	Houghton-Mifflin (7-8)	2015
Mathematics	Everyday Math (K-6)	2015
Mathematics	CPM (7-8)	2015
Science	McGraw Hill	2021
History/social science	McGraw Hill	2021

Quality of Textbooks

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

Quality of Textbooks	
2022-23 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes





School Facility Good Repair Status

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

School Facility Good Repair Status		2022-23 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Fair	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	12/9/2022	

Deficiencies and Repairs

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

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	New sprinklers needed in several rooms. Replace nonfunctioning sprinklers in electrical and supply closet and faculty bathroom.	October 2022
Cleanliness	Custodian resigned (regular staff filled in). Replace custodial position.	October 2022
Electrical	Kiln needs to be hardwired rather than plugged in/ Electrician hired to hardwire the kiln.	October 2022
Restrooms/fountains	Restrooms could be remodeled but are functional for now. Remodel as funds become available.	TBD
External	Lawn/fields impacted by drought. Significant water cuts.	N/A

School Facilities

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

The current building housing French Gulch-Whiskeytown School was built in 1968. This single structure includes a multipurpose room flanked by two classrooms on either side. On an average day, 23-27 students and staff occupy this building. Our facilities are in good condition.

Our former custodian turned in a resignation letter the Friday before school started. It took two months to finally hire a permanent replacement. The new custodian continues to learn the ins and outs of the position and the standards expected.

Continued on sidebar

School Facilities

Continued from left

School grounds are in a continual state of improvement. We are situated in a beautiful, spacious rural setting that includes two blacktop play areas, several play structures, a disk-golf course, a baseball field and a thriving school garden. In October 2014, we replenished the engineered bark in the play structure area of our playground in compliance with current safety standards. In October 2015, new fencing was installed around the perimeter of the school grounds. The lower elementary outdoor classroom/environment was fenced in the fall of 2020. Two Uline round tables were added for seating. The outdoor classroom continues to evolve with flower beds and a planned shade structure.

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

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

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

Our library and technology tools provide important resources for both our students and community. Chromebooks were issued to every student in the fall of 2020.

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

We launched a new school website—frenchgulchschoool.com—in the fall of 2019. Erin Stidham, although not a full-time employee, has been a key member of the team in serving our school as FGWS's IT expert. She has been diligently populating our new website with information and resources for parents and community members. Our hope is that the new website will keep you updated on school activities. It is easier to navigate than the previous site while providing many more resources and updates. We continue to use Blackboard Connect, which gives us the capability to contact our school community members for emergency, outreach or other school notification purposes in a matter of minutes.

Continued on page 11

School Facilities, *Continued from page 10*

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

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

As PG&E plans power outages based on weather conditions to lessen the chance of power lines sparking new fires, the school continues to explore generator options to keep school open on days when there are power outages.

In 2021-22, the school kitchen replaced two ranges and refrigerators with energy efficient appliances. Two generators were also acquired at the same time.

2022-23 recent safety upgrades include: new exhaust system added to the school kitchen; replacement of the emergency sprinkler system in the electrical closet, faculty bathroom and the supply closet; hardwiring of the school kiln in the bus barn; and removal of a daisy chained extension cord to power computers in the lower elementary program.

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

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2021-22 School Year	
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	29	29	5	17.20%
Female	12	12	4	33.30%
Male	17	17	1	5.90%
American Indian or Alaska Native	1	1	1	100.00%
Asian	0	0	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	4	4	1	25.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	3	3	1	33.30%
White	21	21	2	9.50%
English Learners	0	0	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	20	20	5	25.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	5	5	2	40.00%

Professional Development

The constraints of COVID-19 limited most in-person training for the 2021-22 school year, although staff continued to attend virtual trainings. Two of the more recent trainings are a course on dyslexia and one on suicide prevention.

Prior to the COVID-19 lockdown, two certificated staff members attended the Northern California Kindergarten Conference in Santa Clara in January 2020.

All staff, certificated and classified, completed mandatory trainings in sexual harassment, pest control and mandated reporting in August 2020.

In September 2020, two teachers and the administrator attended a two-day Capturing Kids Heart training. It was a review for two participants and new to one of the teachers. The FGWS staff continues to learn about and put into practice skills in mitigating issues related to childhood trauma.

In August 2021, two teachers and one instructional aide attended a virtual Step Up to Writing training covering grades K-2, 3-5 and 6-8.

Previous professional development includes: Love and Logic, MTSS workshops in restorative practices including networking opportunities with area schools, Fred Jones Tools for Teaching, Peaceful Playgrounds and Capturing Kids Hearts.

More recent professional development training includes:

- Step Up to Writing training for K-2, 3-4 and 5-8 in August 2021 and January 2022 (virtual)
- Drills to Thrill (teachers, aides and admin) Kim Sutton Math Workshop March 2022
- Ron Clark Workshop on Student Engagement in April 2022 (in-person teacher and admin)
- Capturing Kids Hearts for Classified Staff in November 2022 (in-person)
- Restorative Practices (certificate and classified) planned in-person January 2023

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	3
2021-22	3
2022-23	3



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
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)	2.0	100.0%	2.0	100.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	2.0	100.0%	2.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	0.9	47.6%	0.9	47.6%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	1.0	52.9%	1.0	52.9%	15,831.9	5.7%
Total Teaching Positions	1.9	100.0%	1.9	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf201.asp>.

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





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	0.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%
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%	0.0%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on 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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

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

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.

Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	✖
Social worker	0.0
Nurse	✖
Speech/language/hearing specialist	★
Resource specialist (nonteaching)	0.2

✧ Not applicable.

✖ As needed.

★ Two hours per week.



Financial Data

The financial data displayed in this SARC is from the 2020-21 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data	2020-21 Fiscal Year	
	FGWESD	Similar Sized District
Beginning teacher salary	⊕	\$46,844
Midrange teacher salary	⊕	\$73,398
Highest teacher salary	⊕	\$93,345
Average elementary school principal salary	⊕	\$116,457
Superintendent salary	⊕	\$136,296
Teacher salaries: percentage of budget	2763%	30%
Administrative salaries: percentage of budget	371%	6%

Financial Data Comparison

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

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
FGWES	\$15,389	\$52,573
FGWESD	\$15,389	\$52,573
California	\$6,594	\$74,053
School and district: percentage difference	◆	◆
School and California: percentage difference	+133.4%	-29.0%

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

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

Types of Services Funded

French Gulch-Whiskeytown School is part of the Shasta County Project SHARE (Shasta Health Academic and Recreation Enrichment) After School Program grant. We provide a free after-school extended day program, manage responsible funding and continue to offer extra programs for students.

Class Size Reduction and various state and federal entitlements continue to address many of the needs to fund extra programs for French Gulch-Whiskeytown School.

Summer School for 2021-22 ran for four weeks from June to July 2022.

School Financial Data

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

School Financial Data	
2020-21 Fiscal Year	
Total expenditures per pupil	\$19,885
Expenditures per pupil from restricted sources	\$4,496
Expenditures per pupil from unrestricted sources	\$15,389
Annual average teacher salary	\$52,573

Expenditures Per Pupil

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

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

All data accurate as of January 2023.

School Accountability Report Card

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