

# McCloud Elementary School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 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/fq/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.

## 2025-26 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	<a href="mailto:scain@sisnet.ssku.k12.ca.us">scain@sisnet.ssku.k12.ca.us</a>
School Website	<a href="https://www.mccloudelementary.com/">https://www.mccloudelementary.com/</a>
Grade Span	K-8
County-District-School (CDS) Code	47-70409-0000000

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

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 800, and the school enrollment K-8 is 44. 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. A large employer in Weed recently shut down, but we won't know the impact of that for some time. Rental properties in McCloud are severely limited and families have had to move in order to find a home to rent. Over the years, we have lost many families due to lack of rental homes. The MCSD has 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 1 part time teacher. 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 GATE program, intervention and an online Spanish program for some students. The school has a sports program offering two teams of volleyball, a boys' and girls' team for basketball. Track varies from year to year based on participation and weather. 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 some culinary activities. Our sports program is also linked with our after-school program. The program begins at 12:30 P.M. for our TK and kindergarten students, at 2:45 for the 1st to 3rd graders, and at 3:00 for all other

## 2025-26 School Description and Mission Statement

students. The program remains open until 3 pm for TK/K and 5 P.M. for 3-8 grades.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	6
Kindergarten	5
Grade 1	10
Grade 2	4
Grade 3	7
Grade 4	6
Grade 5	3
Grade 6	4
Grade 7	5
Grade 8	4
<b>Total Enrollment</b>	<b>54</b>

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63
Male	37
Hispanic or Latino	24.1
Two or More Races	16.7
White	59.3
Homeless	13
Socioeconomically Disadvantaged	85.2
Students with Disabilities	13

## 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.8	100	3.8	100	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0	0	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	0	0	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	0	0	15831.9	5.67
<b>Total Teaching Positions</b>	3.8	100	3.8	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	3.8	100	3.8	100	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0	0	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	0	0	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0	0	14303.8	5.15
<b>Total Teaching Positions</b>	3.8	100	3.8	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.8	74.16	2.8	74.16	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	25.84	1	25.84	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0	0	13705.8	4.91
<b>Total Teaching Positions</b>	3.8	100	3.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders TK-5 Supplemental Materials: Houghton Mifflin A Legacy of Literacy K- 6 (Used for narrative studies) Glencoe The Reader's Choice 7-8 Numerous novels for novel studies at all grade levels Curriculum supported with a subscription to expository texts & current events: Time for Kids, Junior Scholastic, and Scope Magazines are delivered monthly throughout the school year.	0
Mathematics	Houghton Mifflin Mathematics TK-3 Eureka Math (2/3) Houghton Mifflin/Harcourt - CALIFORNIA GO MATH! TK-1 & 4TH-8TH Grades	0
Science	F.O.S.S. - K-8 full STEM science system of labs and curriculum Studies Weekly Science: TK-8 Harcourt Science 2000 (used to support online and FOSS) Holt California Science 7-8 (Used to support online and FOSS) 6/7/8 Science also supported by Kids Discover magazine	0

<b>History-Social Science</b>	Studies Weekly K - 8  Kids Discover History Magazines 6-8  Supplemental: Houghton Mifflin Social Studies  McDougal Littell History 7-8  Supplemental project materials used: Time for Kids and Junior Scholastic Social Studies magazine used weekly.	0
<b>Foreign Language</b>	NA	NA
<b>Health</b>	NA	NA

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

## School Facility Conditions and Planned Improvements

The main building houses classrooms for grades TK-8, a well-stocked library, a science room, a Special Education room, a Speech Therapy/Counseling Room, an after-school program room, a cafeteria/multipurpose room, and an 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.

The fire alarms and heating systems are in good repair and working order. The building has access to the Internet throughout, and each classroom has desktop computers for staff and students. Every student has access to a computer via desktop or Chromebook, with a more than 1:1 student-to-computer ratio. The wireless network is fiber optic and functioning well.

Our grounds are very large and well-maintained, with two blacktop playing areas with basketball hoops and large playing fields. The northern playground was repaved in the fall of 2024. 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 an 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 2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	31	54	31	54	47	48
<b>Mathematics</b> (grades 3-8 and 11)	16	22	16	22	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	29	28	96.55	3.45	53.57
<b>Female</b>	16	16	100.00	0.00	62.50
<b>Male</b>	13	12	92.31	7.69	41.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	19	18	94.74	5.26	50.00
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	22	21	95.45	4.55	52.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	29	27	93.10	6.90	22.22
<b>Female</b>	16	16	100.00	0.00	25.00
<b>Male</b>	13	11	84.62	15.38	18.18
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	19	17	89.47	10.53	23.53
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	22	21	95.45	4.55	23.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	--	--	--	--	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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.

## 2025-26 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 our school's needs. The PTO has paid for field trips and special events that our students might not otherwise have enjoyed without their help. The PTO hosts Movie Nights and maintains a concession at sporting events to raise funds. They have also sponsored a dance and brought back the book fair. Parents can become a part of the McCloud Community PTO at any time throughout the year. The PTO also comprises the Health and Wellness Committee.

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.

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 its 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 provide home environments that support their children's academic efforts and development as responsible members of society.

## 2025-26 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 learn 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 volunteer at 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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	61	60	28	46.7
<b>Female</b>	37	37	16	43.2
<b>Male</b>	24	23	12	52.2
<b>Non-Binary</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Black or African American</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	15	15	12	80.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>Two or More Races</b>	--	--	--	--
<b>White</b>	36	36	13	36.1
<b>English Learners</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	50	49	24	49.0
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.06	5.77	8.2	8.06	5.77	8.2	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.20	0.00
Female	8.11	0.00
Male	8.33	0.00
Non-Binary	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	13.89	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Date of Last Review/Update August 2025

The School Safety Plan was reviewed and updated at the beginning of the 25/26 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.

## 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	6	1	0	0
Other	12	3	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	5	1	0	0
Other	11	3	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	4	0	0

## 2024-25 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

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	15,484	2,864	12,619	\$57,322
District	N/A	N/A	12,619	\$53,672
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	49.6	-43.0

## Fiscal Year 2024-25 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

## Fiscal Year 2024-25 Types of Services Funded

- Economic Impact Aid funds support Instructional Aides

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$45,000	\$55,248
Mid-Range Teacher Salary	\$55,839	\$80,746
Highest Teacher Salary	\$74,274	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$91,836	\$155,954
Percent of Budget for Teacher Salaries	23.82%	25.26%
Percent of Budget for Administrative Salaries	8.37%	6.12%

## 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 curriculum, Lexia and IXL, and use of Renaissance Math and Reading).

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) take place as offered. Courses in mindfulness, SEL, and GLAD are happening continuously.

In-house training and shared best practices occur monthly on Collaboration Days. Due to the small staff, conducting training in-house is often more cost-effective and logically effective. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9