

Eureka City Schools Board of Education

2100 J Street - Eureka, CA 95501

Regular Meeting

6:30 PM

January 13, 2022

AGENDA

A. CALL TO ORDER OF OPEN SESSION (4:00 p.m.)

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

C. CLOSED SESSION (Room 118)

- (1) Public Employee Performance Evaluation (Gov. Code §54957) Title: Superintendent
- (2) Employee Discipline, Dismissal, Release, Accept the Resignation of a Public Employee (GC § 54957)
- (3) Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. K(12)
- (4) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. K(12)
- (5) Conference with Labor Negotiator Superintendent Van Vleck Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)
- (6) Consideration of Student Expulsion (EC Sec 48918(c) or 760030) [Student #21-22-174; Resolution #21-22-011]

D. RECONVENING OF OPEN SESSION (Room 116)

E. REPORT OUT FROM CLOSED SESSION

F. PLEDGE OF ALLEGIANCE TO THE FLAG

G. ADJUSTMENT TO THE AGENDA

- (7) Approval of Agenda

H. BOARD RECOGNITION

- (8) Apple Pin Award

The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.

I. INFORMATION

- (9) Student Reports
- (10) Superintendent's Reports
- (11) Board Members' Reports

J. PUBLIC COMMENT ON NON-AGENDA ITEMS

*** IN ORDER TO ADDRESS THE BOARD, PLEASE COMPLETE THE GREEN SPEAKER'S FORM AT THE DOOR AND GIVE TO THE BOARD PRESIDENT.**

Individual speakers shall be allowed three (3) minutes to address the Board on each non-agenda or agenda item. The Board shall limit the total time for public input on each item to twenty (20) minutes (BB 9323(b)).

K. CONSENT CALENDAR

- (12) Approval of Personnel Action Report No. 8

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

- (13) Approval of the Agreement between Jack Schreder & Associates and Eureka City Schools to Prepare Developer Fee Justification Study

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (14) Approval of Underwriter Engagement relating to Potential Municipal Securities Transaction between Stifel and Eureka City Schools

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (15) Approval of December 2021 Warrants

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (16) Approval of 2022 California Uniform Public Construction Cost Accounting Act (CUPCCAA) Qualified Bidders for Projects under \$200,000

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (17) Approval of the 2021-2022 Tobacco-Use Prevention Education Grant Award Notification

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

- (18) Approval and Receipt of Grant Award Notice: American Rescue Plan - Homeless Children and Youth

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (19) Approval of the Quarterly Report to the Governing Board as Mandated by the State, In Regards to the Williams Lawsuit

Referred to the Board by:

- Gary Storts, Assistant Superintendent of Educational Services*
- (20) Approval of the School Accountability Report Card (SARC)
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services
- (21) Approval of the 2021-2022 School Plan for Student Achievement (SPSA) for Title I Schools
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services
- (22) Approval of Field Trip Requests: Various Field Trips - Eureka High School
Referred to the Board by:
Rena Will, Director of Personnel Services and Public Affairs
- (23) Approval of Minutes from the Regular Meeting on December 9, 2021
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (24) Approval of the Memorandum of Understanding between Northcoast Children's Services and Eureka City Schools: Alice Birney and Winzler Children's Center
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (25) Approval and Acceptance of the HCOE and California Department of Parks and Recreation Grant: Eureka High School
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (26) Approval of Bell Schedules Elementary/Middle/High Period Lengths
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services
- (27) Approval of Intent to Apply for the Child Care Stabilization Grant through the Bear River Band of the Rohnerville Rancheria
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services

L. DISCUSSION/ACTION

- (28) Consideration of Student Expulsion (EC Sec 48918(c) or 760030) [Student #21-22-174; Resolution #21-22-011]
Referred to the Board by:
John Leonard, Director of Student Services
- (29) Revised Mural Criteria and Parameters for Murals in Eureka City Schools
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (30) Resolution #21-22-010, A Resolution of the Board of Education of Eureka City Schools Authorizing the Issuance of the Eureka City Schools (Humboldt County, California) Election of 2020 General Obligation Bonds, Series 2022, and Actions

Related Thereto

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (31) Recommendation for New Job Description - NECEP Student - Family Liaison

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

- (32) Approval of Extra Compensation for Additional Time Worked as a Result of the Shared Services Agreement Between South Bay Union School District and Eureka City Schools

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

M. DISCUSSION

- (33) Development of an Equity Policy/Statement for Eureka City Schools

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

- (34) Trustee Boundary/2020 Census Analysis Completed by SchoolWorks, Inc.

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

- (35) Annual Update on the Arts Integration Projects (Create Humboldt)

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

- (36) Enrollment and Attendance Update

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (37) Update on Governor's Proposal for the 2022-2023 State Budget

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (38) Equitable Distribution of Qualified and Experienced Teacher Assignments Among Schools

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

- (39) Policy Updates from CSBA - September 2021 (First Review)

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

N. PUBLIC HEARING

- (40) Public Comment on Changes to the 2021-2024 Compensation for Management, Confidentials, and Unrepresented Staff

O. CLOSED SESSION (continued)

- (41) Conference with Labor Negotiator Superintendent Van Vleck Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)

P. RECONVENING OF OPEN SESSION (continued)

Q. REPORT OUT FROM CLOSED SESSION (continued)

R. DISCUSSION/ACTION (continued)

- (42) Approval of Compensation Increase for Classified Management, Certificated Management, and Confidential Administrative Assistants and Approval of Revised Salary Schedules

S. INFORMATIONAL ONLY ITEMS

- (43) Information Only: February 2022 - Review of CDE Calendar of Events

- (44) Information Only: IRS Mileage and Per Diem Rates

T. ADJOURNMENT

Notice: Documents and materials relating to an open session agenda that are provided to the Board less than 72 hours prior to a regular meeting will be available for public inspection and copying at the Eureka City Schools District Office, Superintendent's Office (Room 108), 2100 J Street, Eureka, CA 95501.

Notice: Eureka City Schools adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent's Office (Room 108) in writing three days prior to the meeting at 2100 J Street, Eureka, CA 95501.

Notice: Regular Board meetings may be digitally recorded. Per Board policy, recordings may be erased or destroyed 30 days after the meeting.

Notice: The Governing Board reserves the right to take action on any item listed on this agenda.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Personnel Action Report No. 8

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve Personnel Action Report No. 8.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

N/A

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

N/A

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

N/A

WHO *(list the name of the contact person(s), job title, and site location)*

Renae M. Will

Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- Personnel Report No.8

**EUREKA CITY SCHOOLS
PERSONNEL REPORT NO. 8
January 13, 2022**

The following personnel are submitted to the Board of Education of the Eureka City Schools for approval:

CERTIFICATED PERSONNEL

ASSIGNMENTS

Kobernik Conn, Jenny	Probationary I Home and Hospital Teacher, Hourly, (Lincoln), eff. 12/16/21
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CHANGE OF STATUS

Hale, Gina	From: Teacher, 1.0 FTE, (Alice Birney) To: Family Medical Leave, 1.0 FTE, eff. 11/21/21
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Sanchez, Tera	From: Medical Leave, 1.0 FTE To: Teacher, 1.0 FTE, (EHS), eff. 12/20/21
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DAY TO DAY SUBSTITUTE TEACHERS

Conn, James	Day-to-Day Substitute Teacher, (District), eff. 12/2/21 – 6/17/22
Duran, Andrea	Day-to-Day Substitute Teacher, (District), eff. 1/4/22 – 6/17/22
Greggi, Madeline	Day-to-Day Substitute Teacher, (District), eff. 12/10/21 – 6/17/22
Hoover, Kelly	Day-to-Day Substitute Teacher, (District), eff. 12/1/21 – 6/17/22
Mcconnell, Kaitlin	Day-to-Day Substitute Teacher, (District), eff. 12/23/21 – 6/17/22
Miller, Marissa	Day-to-Day Substitute Teacher, (District), eff. 12/2/21 – 6/17/22
Puzz, Alexander	Day-to-Day Substitute Teacher, (District), eff. 1/3/22 – 6/17/22
Robinson, Romel	Day-to-Day Substitute Teacher, (District), eff. 12/23/21 – 6/17/22
Silvers, Erika	Day-to-Day Substitute Teacher, (District), eff. 12/16/21 – 6/17/22
Tatro, Kristina	Day-to-Day Substitute Teacher, (District), eff. 12/6/21 – 6/17/22
Weaver, Enid	Home and Hospital Hourly Substitute Teacher, (Lincoln), eff. 11/1/21 – 6/17/22
Willis, Marsha	Day-to-Day Substitute Teacher, (Winzler), eff. 12/1/21 – 6/17/22
Wormhoudt, Charles	Day-to-Day Substitute Teacher, (District), eff. 12/9/21 – 6/17/22

COACHES

Eden, Daniel	Coach, Girls Junior Varsity Soccer, (EHS), eff. 2021 – 2022
Eden, Daniel	Coach, 6 th Grade Girls Basketball, (Winship), eff. 2021 – 2022
Haraldson, Andrew	Coach, Varsity Football, (EHS), eff. 2021 – 2022
Hutcheon, Tara	Coach, 6 th /7 th Grade Volleyball, (Winship), eff. 2021 – 2022

CLASSIFIED PERSONNEL

RESIGNATIONS

Barrett, Derek	Campus Supervisor (Eureka High), 8 hrs/day, eff. 12/11/21
Bowling, Jesse	Monitor (Zane), 2.75 hrs/day, eff. 12/18/21
Carrigan, Natalie	Admin Assistant - Ed Services (DO), 8 hrs/day, eff. 12/14/21
Mangham, Sarah	Behavioral Support Assistant (DW), eff. 12/18/21

ASSIGNMENTS

Brissette, Dwane	Monitor (Washington), 4.5 hrs/day, eff. 12/3/21
Brissette, Dwane	After-School Prog Asst (Washington), 3 hrs/day, eff. 12/3/21
da Costa, Mario	Director of Fiscal Services (DO), 8 hrs/day, eff. 9/7/21
Lockard, Keri	Coord. Homeless/Foster Youth (MFRC), 8 hrs/day, eff. 8/23/21
Log, Nicole	Sec School Counseling Clerk (Winship), 7 hrs/day, eff. 12/6/21
Shelton, Phuong	Elementary Secretary (Grant), 8 hrs/day, eff. 12/13/21

SPECIAL APPOINTMENTS

Bowling, Jesse	Monitor Sub, eff. 12/19/21
Choi, Tenille	Food Service Worker Sub, eff. 12/13/21
Cuevas-Huerta, Alondra	Interpreter Sub, eff. 11/1/21
Garcia, Dora	Custodian Sub, eff. 12/10/21
Lemley, Anita	Clerical Sub, eff. 12/3/21
Schoborg, Melissa	Clerical Sub, eff. 12/3/21
Schoborg, Melissa	Instr Asst Sub, eff. 12/3/21
Schoborg, Melissa	Lit Tech Sub, eff. 12/3/21
Schoborg, Melissa	Monitor Sub, eff. 12/3/21
Smith, Megan	Clerical Sub, eff. 12/2/21
Smith, Megan	Food Service Sub, eff. 12/2/21
Smith, Megan	Instr Asst Sub, eff. 12/2/21
Smith, Megan	Lit Tech, eff. 12/2/21
Smith, Megan	Monitor Sub, eff. 12/2/21

CHANGE OF STATUS

Baker, Stacy	From: Classroom Aide (Grant), 5 hrs/day and Literacy Technician (Grant), 1.5 hrs/day To: Classroom Aide (Washington), 5 hrs/day and Literacy Technician (Washington), 2 hrs/day, eff. 12/14/21
Brissette, Dwane	From: Monitor (Washington) 4.5 hrs/day and After-School Prog Asst (Washington), 3 hrs/day To: Monitor (Washington) 4.5 hrs/day and After-School Prog Asst (Washington), 3.5 hrs/day, eff. 12/13/21
Buckmaster, Jonathan	From: Grounds Maintenance Specialist (CY), 8 hrs/day To: Family and Medical Leave, eff. 11/18/21-2/1/22

Burger, Jennifer	From: Education Services Technician (DO), 5 hrs/day To: Admin Asst - Ed Services (DO), 8 hrs/day, eff. 12/14/21
Christensen, Don	From: Instr Assistant Spec Ed III (DW), 6.75 hrs/day To: Medical Leave, eff. 12/8/21-12/15/21
Clark, Debra	From: Elem. Sr. Food Service Worker (Washington), 8 hrs/day To: Family and Medical Leave, eff. 9/16/21-12/15/21 To: Family and Medical Leave, eff. 9/19/21-12/3/21 To: Medical Leave, eff. 12/4/21-2/16/22
Collins, Victoria	From: Campus Supervisor (Winship), 4 hrs/day and After-School Program Assistant (Winship), 3 hrs/day To: Medical Leave, eff. 12/2/21-12/17/21
Garret, Sarah	From: Instr Assistant Spec Ed I To: Medical Leave, eff. 8/23/21 - 09/09/21 To: Medical Leave, eff. 8/23/21 - 09/15/21
Gonzalez, Roberta "Amy"	From: Instr Assistant Special Ed III (DW), 6.75 hrs/day To: Medical Leave, eff. 12/6/21 - 1/2/22
Khounsinvong, Chellyn	From: Food Service Worker (CK/Sat), 6 hrs/day and Food Service Worker (Alice Birney), .60 hrs/day To: Food Service Worker (DW), 8 hrs/day, eff. 12/9/21
Roth, Heaven	From: Food Service Worker (Zane), 4.25 hrs/day and Food Service Worker (CK), 2.75 hrs/day To: Family and Medical Leave, eff. 11/11/21 - 2/15/22
Sorden, Jeana	From: Food Service Worker (Alice Birney), 5.25 hrs/day and Food Service Worker (CK), 2.75 hrs/day To: Family and Medical Leave, eff. 12/9/21 - 5/4/22
Speer, Sharyn	From: Instr Asst Spec Ed I (DW), 6 hrs/day To: Instr Asst Spec Ed III (DW), 6 hrs/day, eff. 9/6/21
Spurgin, Jean	From: Sr. Food Service Worker (Zane), 8 hrs/day To: Family and Medical Leave, eff. 11/18/21 - 2/1/22
Walters, Nikaela	From: Food Service Worker (EHS), 8 hrs/day To: Assistant Cook (EHS), 8 hrs/day, eff.12/13/21

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of the Agreement between Jack Schreder & Associates and Eureka City Schools to Prepare Developer Fee Justification Study

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the agreement between Jack Schreder & Associates and Eureka City Schools to prepare a Developer Fee Justification Study.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The study will be documented to provide the District with the justification necessary to levy developer fees as authorized by Ed. code Section 17620. The report will comply with any new legislative requirements to date, including SB 1693 and AB 3081 requirements.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Board last discussed developers fees at the August 26, 2021 meeting.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The fee is \$6,675.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▢ Agreement

**PROPOSAL/AGREEMENT TO PREPARE
DEVELOPER FEE JUSTIFICATION STUDY
for
EUREKA CITY SCHOOLS**

Prepared by:

Jack Schreder & Associates, Inc.
2230 K Street
Sacramento, California 95816
(916) 441-0986

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PURPOSE OF PROJECT

The objective of this project is to determine if a reasonable relationship exists between new residential, commercial, and industrial development and the need for new and/or reconstructed school facilities in the Eureka City Schools District. The study will be documented to provide the District with the justification necessary to levy developer fees as authorized by Education Code Section 17620. The report will comply with any new legislative requirements to date, including SB 1693 and AB 3081 requirements.

PROJECT METHODOLOGY

The project that Jack Schreder & Associates, Inc. is proposing will be comprised of the following separate components:

- Component A:** Projection of the residential, commercial, and industrial development.
- Component B:** Identification of student yield factors for residential, commercial, and industrial development.
- Component C:** Generation of enrollment projections based on natural growth and new residential development.
- Component D:** Identification of existing facility capacity, facility needs, and facility costs based on enrollment projections. Class size reduction implementation may affect District capacity.
- Component E:** Preparation of documentation in compliance with current developer fee law.

COMPONENT A

In order to identify the projected student impact of residential, commercial, and industrial development, it is necessary to assess the impact of development. This component of the study will identify the level of future residential, commercial, and industrial development anticipated to occur in the District.

As required to justify developer fees, the specific steps in this component are:

- Identify approved and tentative development projects on file with the county and city planning departments where applicable.
- Identify development potential for vacant and under-developed land.
- Identify city building densities, current zoning, and master plan designations to establish build-out potentials.
- Provide development projections for single family residential and multiple family residential development. Provide projections of commercial and industrial development by category.
- Determine the development impact on the District when pre-existing dwelling units are demolished and replaced by reconstructed dwelling units as it occurs within the District boundaries.
- Project fee revenues for residential, commercial and industrial based on the current maximum fee.

District responsibility: Provide information regarding current and future projected residential development known to the District.

COMPONENT B

State default student yields will be utilized or student generation rates (SGR's) will be calculated to project the student impact of future development. The commercial/industrial SGR's will address employee generation factors, as provided by the San Diego Traffic Generation documentation (17621(e)(1)(B)).

COMPONENT C

Enrollment projections for the District will be provided which are based on the levels of new residential development identified in Component A and the SGR's identified in Component B. The enrollment projections will utilize a cohort survival methodology and proposed residential development where applicable.

District responsibility: Provide demographic information, including CBEDS enrollment for the current school year. Enrollments must be provided by grade level.

COMPONENT D

Once the enrollment projections are established, the District's ability to house future enrollments will be analyzed. The capacity of the District facility will be identified and future enrollments will be "loaded" into the facilities to determine if, and when, the capacity at each grade level organization will be exceeded. The effects of class size reduction program implementation will be determined. Costs for providing new facilities will be provided on a per dwelling unit, per student, and per square foot basis.

In addition to establishing the District's future facility needs and costs, the available facility funding sources will be identified.

District responsibility: Provide a schematic fire drill map or SP1A of each District site, including any closed or unused sites. The schematic should include current class use, District loading policy, and any limitation to housing additional students (classroom use or school site size.) Portable classrooms must be identified for each site, including use, and ownership; if they are leased, terms of lease must be provided.

COMPONENT E

The information and conclusions identified in Components A through D will be included in a report to be delivered to the District upon completion of the project. The report will comply with the requirements of Education Code Section 17620.

CONSULTING FEES

Jack Schreder & Associates, Inc. will provide a digital (PDF) draft copy of the report for district review. After the report is finalized, a digital (PDF) final report will be provided to the district. Upon request, bound hard copies will be provided to the district. Jack Schreder & Associates, Inc. will provide step-by-step instructions to implement the fees. Model resolutions and Board policies for the public hearing process and the establishment of developer fees will also be provided.

Eureka City Schools

Price

Developer Fee Justification Study

\$6,675

Note: Education Code Section 17620(a)(5) provides that developer fee revenues may be used to pay for the cost of preparing developer fee justification documentation.

As a courtesy at **no cost to the District**, Jack Schreder & Associates, Inc. will provide a template for your District's 5-year plan as required by Government Code Sections 66006 and 66001. This plan is updated each year and must be available for public review by December 26th (180 days after close of previous fiscal year).

Upon the District's request, Jack Schreder & Associates, Inc. will assist the District with completing the plan. The cost for such assistance is \$185/hour, not to exceed 16 hours.

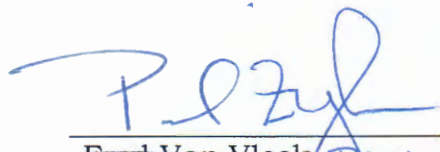
Additional Considerations

- The quoted price does not include attendance at the Board meeting when the report is presented; this is an additional optional cost for the District.
- Visitations to the district following the completion of the draft will be reimbursed to the Consultant in the amount of \$185 an hour including travel time.
- Reproduction costs for bound hard copies of the final report will be reimbursed to the Consultant.
- Express mail expenses will be documented and reimbursed to the Consultant.

TIME SCHEDULE


The draft report which will include baseline data regarding District capacity, student yield information, classroom loading policies and class size reduction will be determined within 60 days of a signed agreement and receipt of requested information. The final report will be completed 15 days after receipt of the final draft from the District.

This agreement is between the Eureka City Schools and Jack Schreder & Associates, Inc.



Fred Van Vleck **PAUL ZIEGLER**
Superintendent ASST. Superintendent
Eureka City Schools

12/21/2021
Date



Jack Schreder
Jack Schreder & Associates, Inc.

December 16, 2021
Date

PROFESSIONAL QUALIFICATIONS

Dr. Jack S. Schreder **President**

As a Government Relations and School Facilities Consultant for the past thirty years, Dr. Schreder has used his expertise to assist school districts with their facility and financial concerns. Dr. Schreder's knowledge of educational facilities and finance has been augmented by his experience working within various California school districts. As a former president of the Associates of California School Administrators (ACSA Region 1), former lobbyist for ACSA, San Diego City Schools, and several private entities, he has developed the skills necessary to develop a process which results in meaningful solutions to resolving impact issues.

Dr. Schreder is a graduate of Stanford University (Ph.D. - Education and Business), San Francisco State University (M.A. - School Administration) and Michigan State University (B.A. Economics).

Kristen G. Schreder **President, School Facilities Division**

Kristen Schreder is a specialist on issues relating to State Allocation Board regulations and the Office of Public School Construction policies. She represents over eighty school districts on matters related to the LeRoy Greene School Facility Program. She is an experienced lobbyist in both Louisiana and California.

Ms. Schreder is an honors graduate of Chico State University (Social Science, 1978) and is a graduate of the National Center for Paralegal Training, Atlanta, Georgia, 1982.

Elona Cunningham **Senior Associate**

Ms. Cunningham received her BS in Business Administration with a Minor in Spanish from Menlo College and her English/Spanish Bilingual Multiple Subject Teaching Credential from the University of San Francisco. Her work experience includes five years as a bilingual elementary school teacher in California. Before joining Jack Schreder and Associates in 1997, Ms. Cunningham worked at the corporate offices of J. Crew in New York and the Gap in San Francisco.

Ms. Cunningham has over 24 years of experience in the school facility arena. Her experience includes all areas of school facility planning while specializing in securing facilities funding for school districts throughout the State of California. In order to maximize State funding, district's needs are evaluated and all available facility funding options are considered to maximize funding. Over the course of 24 years she has secured facilities funding for over 100 school districts totaling in excess of \$1 billion in facility funding. In order to secure facility funding, regular interaction with relevant State agencies is critical. Through regular communication and a presence in Sacramento, Ms. Cunningham has developed strong relationships with the Department of the State Architect, California Department of Education, and the Office of Public School Construction.

In addition, Ms. Cunningham prepares Level I Developer Fee Justification Studies and Level II School Facility Needs Assessments to assist with the impact of additional students generated from development projects.

Tamara Caspar
Associate

Ms. Caspar joined our firm in 1998. Ms. Caspar is responsible for tracking and assisting districts with determining new construction and modernization eligibility. Ms. Caspar serves as a liaison between school districts, architects, and State agencies to secure funding for eligible projects in a timely manner.

CLIENT LIST

Jack Schreder & Associates, Inc. has worked with the following districts:

FACILITY FUNDING / CLASS SIZE REDUCTION

ABC
Alhambra City Elementary
Alpaugh Unified
Antioch Unified
Archoe Union Elementary
Apple Valley Unified
Aromas-San Juan Unified
Banta Elementary
Bayshore Elementary
Bear Valley Unified
Bellevue Union
Benicia Unified
Berkeley Unified
Biggs Unified
Big Lagoon
Big Pine Unified
Bishop
Brawley Union Elementary
Brawley Union High
Buckeye Elementary
Burbank Unified
Butte Valley Unified
Cabrillo Unified
Calistoga Joint Unified
Canyon Elementary
Caruthers Union Elementary
Central Union High
Ceres Unified
Chatom Union Elementary
Cloverdale Unified
Coarsegold Union
Colusa Unified
Corcoran Joint Unified
Corning Union Elementary
Delano Union Elementary
Dos Palos Joint Union Elementary
Eastern Sierra Unified

Empire Union
Enterprise Elementary
Escondido Union Elementary
Etna Union High
Fairfax Elementary
Fillmore
Firebaugh-Las Deltas Unified
Forestville Union Elementary
Fort Bragg Unified
Galt High
Gateway Unified
Gonzales Union High
Grant Elementary
Grass Valley Elementary
Greenfield Union Elementary
Hamilton Union High
Hart-Ransom Union
Holtville Unified
Hughson Union High
Igo-Ono-Platina Union Elementary
Imperial Unified
Janesville Union
John Swett Unified
Johnstonville Elementary
Kenwood Elementary
Keppel Union
Kerman Unified
Kings Canyon Joint Unified
King City Joint Union High
King City Union Elementary
Lassen High
Laytonville Unified
Le Grand Elementary
Lewiston Elementary
Liberty Elementary
Linden Unified
Live Oak Unified
Lone Pine Unified
Los Banos Unified
Los Molinos Unified

Mammoth Unified
 Manzanita Elementary
 Marysville Joint Unified
 McSwain Union Elementary
 Merced City Elementary
 Middletown Unified
 Mt. Diablo Unified
 Monson-Sultana Joint Union Elem
 Moreno Valley Unified
 Morgan Hill Unified
 Mother Lode Union Elementary
 Napa Valley Unified
 National
 Newark Unified
 North County Joint Union
 Elementary
 Oak Grove Union Elementary
 Oakdale Joint Union High
 Oakdale Union Elementary
 Oakland Unified
 Orange Unified
 Orcutt Union Elementary
 Orick Elementary
 Orland Joint Union Elementary
 Orland Joint Union High
 Palo Alto Unified
 Patterson Joint Unified
 Pierce Joint Unified
 Planada Elementary
 Pleasant Ridge Union Elementary
 Plumas Unified
 Poway Unified
 Ready Springs Union
 Red Bluff Union Elementary
 Reef-Sunset Unified
 Red Bluff Union High
 Redding Elementary
 Rescue Union Elementary
 Richmond Elementary
 Rincon Valley Union Elementary
 River Delta Unified
 Riverbank Unified
 Roseland Elementary
 Roseville Joint Union High
 Ross Valley Elementary

Saddleback Valley Unified
 San Benito High
 San Bruno Park Elementary
 San Gabriel Unified
 San Lorenzo Unified
 Santa Paula Elementary
 Santa Rosa Elementary
 Santa Rosa High
 Scotts Valley Unified
 Selma Unified
 Sequoia High
 Shaffer Union
 Shasta Union Elementary
 Shasta Union High
 Shoreline Unified
 Sierra-Plumas Joint Unified
 Sonora Union High
 Soquel Union Elementary
 Southern Kern Unified
 Surprise Valley Joint Unified
 Susanville
 Sylvan Union Elementary
 Tahoe Truckee Unified
 Tulelake Basin Joint Unified
 Tustin Unified
 Ukiah Unified
 Victor Elementary
 Vista Unified
 Washington Unified
 Waterford Elementary
 Weaver Union
 Weed Union Elementary
 West Side Union Elementary
 Western Placer Unified
 Williams Unified
 Willits Unified
 Winters Joint Unified
 Winton Elementary
 Woodland Joint Unified
 Wright Elementary
 Yucaipa-Calimesa Joint Unified

DEVELOPER FEE STUDIES/YIELD
STUDIES

Alameda City Unified
Allensworth Elementary
Alexander Valley Union Elementary
Alpaugh Unified
Alta-Dutch Flat Union Elementary
Alview – Dairyland Union Elem.
Alvina Elementary
Analy Union High
Anderson Union High
Anderson Valley Unified
Antelope Valley Union High
Apple Valley Unified
Arcadia Unified
Arcohe Union Elementary
Arena Union Elementary
Armona Union Elementary
Aromas-San Juan Unified
Atascadero Unified
Atwater Elementary
Bangor Union Elementary
Banta Elementary
Bass Elementary
Bear Valley Unified
Bella Vista Elementary
Bellevue Elementary
Bellevue Union Elementary
Bellflower Unified
Belmont-Redwood Shores
Elementary
Benicia Unified
Bennett Valley Union Elementary
Beverly Hills Unified
Big Lagoon Union Elementary
Big Oak Flat-Groveland Unified
Big Pine Unified
Big Springs Union Elementary
Biggs Unified
Big Valley Joint Unified
Bishop Union Elementary
Bishop Joint Union High
Black Butte Union Elementary
Black Oak Mine Unified

Blue Lake Union Elementary
Bogus Elementary
Bonny Doon Union Elementary
Bradley Union
Brawley Union Elementary
Brawley Union High
Briggs Elementary
Brittan Elementary
Browns Elementary
Buckeye Elementary
Buellton Union Elementary
Burbank Unified
Butte Valley Unified
Burlingame Elementary
Butteville Union Elementary
Cabrillo Unified
Cajon Valley Union Elementary
Calexico Unified
Calipatria Unified
Calistoga Joint Unified
Cambrian Elementary
Camino Union Elementary
Camptonville Elementary
Canyon Union Elementary
Capay Joint Unified
Caruthers Unified
Caruthers Union Elementary
Caruthers Union High
Cascade Union Elementary
Castle Rock Union Elementary
Castro Valley Unified
Central Union Elementary
Central Union High
Ceres Unified
Charter Oak Unified
Chicago Park Elementary
Chinese Camp Elementary
Chowchilla Union High
Chualar Union Elementary
Cinnabar Elementary
Clay Joint Elementary
Clear Creek Elementary
Cloverdale Unified
Coffee Creek Elementary
Cold Spring Elementary

Columbia Elementary
 Columbia Union
 Colusa Unified
 Corcoran Joint Unified
 Cotati-Rohnert Park Unified
 Cottonwood Union Elementary
 Culver City Unified
 Curtis Creek Elementary
 Covina Valley Unified
 Delano Joint Union High
 Delano Union Elementary
 Delphic Elementary
 Delta Island Union Elementary
 Delta View Joint Union Elementary
 Denair Unified
 Dinuba Unified
 Dos Palos Oro- Loma Joint Union
 Dublin Unified
 Ducor Union Elementary
 Dunsmuir Elementary
 Dunsmuir Joint Union High
 Durham Unified
 East Nicolaus Joint Union High
 El Centro Elementary
 El Dorado Union High
 Emery Unified
 Enterprise Elementary
 Esparto Unified
 Etna Union High
 Eureka City Elementary
 Exeter Union Elementary
 Exeter Union High
 Fallbrook Union Elementary
 Fall River Joint Unified
 Feather Falls Union
 Ferndale Unified
 Fillmore Unified
 Firebaugh-Las Deltas Unified
 Flournoy Union Elementary
 Fontana Unified
 Forestville Union Elementary
 Forks of Salmon Elementary
 Fort Bragg Unified
 Fort Ross Elementary
 Fort Sage Unified

Fortuna Union Elementary
 Franklin Elementary
 French Gulch-Whiskeytown Elem
 Galt Joint Union High
 Gateway Unified
 Gazelle Union Elementary
 Gold Oak Union
 Gold Trail Union
 Golden Hills
 Golden Feather Union
 Gonzales Union High
 Gorman Elementary
 Gorman Unified
 Grant Elementary
 Grant Joint Union High
 Grass Valley Elementary
 Gravenstein Union Elementary
 Grossmont Union High
 Guadalupe Union Elementary
 Gustine Unified
 Grenada Elementary
 Guerneville Elementary
 Hamilton Union Elementary
 Hamilton Union High
 Hanford Elementary
 Hanford Joint Union High
 Happy Valley Union Elementary
 Harmony Union Elementary
 Hart-Ransom Union Elementary
 Hayward Unified
 Healdsburg Unified
 Hilmar Unified
 Holtville Unified
 Hornbrook Elementary
 Howell Mountain Elementary
 Hughes Elizabeth Lakes Union Elem
 Hughson Unified
 Hughson Union High
 Igo, Ono, Platina Union Elementary
 Imperial Unified
 Indian Diggings Elementary
 Indian Springs Elementary
 Irvine Unified
 Island Union Elementary
 Jamestown Elementary

Janesville Union Elementary
John Swett Unified
Johnstonville Elementary
Julian Union High
Junction Elementary (Shasta)
Junction Elementary (Siskiyou)
Kenwood Elementary
Keppel Union Elementary
Kerman Unified
Keyes Union Elementary
King City Joint Union High
Kings Canyon Joint Unified
Kings River Union Elementary
Kings River-Hardwick Union Elem
Kingsburg High
Kingsburg Joint Union Elementary
Kirkwood Elementary
Kit Carson Union
Klamath River Union Elementary
Knightsen Elementary
La Honda Pescadero Unified
Lafayette Elementary
Laguna Salida Union Elementary
Lagunitas Elementary
Lakeport Unified
Lakeside Union Elementary
Lake Tahoe Unified
Lammersville Elementary
Larkspur Elementary
Las Lomitas Elementary
Lassen Union High
Laton Joint Unified
Latrobe
Lawndale Elementary
Le Grand Union Elementary
Le Grand Union High
Lemoore Union Elementary
Lemoore Union High
Lewiston Elementary
Liberty Elementary (Petaluma)
Liberty Elementary (Sonoma)
Liberty Union High
Linden Unified
Lindsay Unified
Little Shasta Elementary

Live Oak Unified
Los Alamos Elementary
Los Banos Unified
Los Gatos- Saratoga Jt Union High
Los Molinos Unified
Los Olivos Elementary
Lucia Mar Unified
Lynwood Unified
Magnolia Union Elementary
Mammoth Unified
Manhattan Beach Unified
Marcum-Illinois Union
Mariposa County Unified
Mark West Union
Martinez Unified
Marysville Joint Unified
Maxwell Unified
McCabe Union Elementary
McCloud Union Elementary
McSwain Union Elementary
Mendocino Unified
Meadows Union Elementary
Mendota Unified
Menlo Park City Elementary
Meridian Elementary
Millbrae Elementary
Millville Elementary
Milpitas Unified
Mojave Unified
Monroe Elementary
Monson-Sultana Joint Union Elem
Montague Elementary
Montebello Elementary
Montecito Union Elementary
Monte Rio Union Elementary
Moreland Elementary
Morgan Hill Unified
Morongo Unified
Mother Lode Union Elementary
Mountain Union Elementary
Mt. Diablo Unified
Mt. Shasta Union
Mulberry Elementary
Mupu Elementary
Napa Valley Unified

Novato Unified
Needles Unified
Nevada City
Nevada Joint Union High
Newark Unified
New Jerusalem Elementary
Nicasio Elementary
North County Joint Union
North Cow Creek Elementary
Novato Unified
Oak Grove Union Elementary
Oak Run Elementary
Oakdale Joint Union High
Oakdale Unified
Oakdale Union Elementary
Oakland Unified
Oak View Union Elementary
Ojai Unified
Old Adobe Union Elementary
Orchard
Orcutt Union Elementary
Orinda Union Elementary
Orland Joint Unified
Orland Joint Union Elementary
Orland Joint Union High
Oroville City Elementary
Oroville Union High
Pacheco Union Elementary
Pacific Grove Unified
Pacific Union Elementary
Palermo Union
Palmdale Elementary
Palo Alto Unified
Patterson Unified
Pierce Joint Unified
Piner-Olivet Union Elementary
Pioneer Union Elementary
Pittsburg Unified
Placerville Union Elementary
Plainsburg Union Elementary
Planada Elementary
Pleasant Ridge Union Elementary
Pleasant View Elementary
Plumas Unified
Point Arena Joint Union High

Pollock Pines Elementary
Portola Valley Elementary
Quartz Valley Elementary
Raisin City Elementary
Ravendale Elementary
Ravenswood City Elementary
Ready Springs Union
Red Bluff Union Elementary
Redding Elementary
Redondo Beach Unified
Reed Union Elementary
Reef Sunset Unified
Richfield Elementary
Richgrove Elementary
Richmond Elementary
Rincon Valley Union Elementary
Riverbank Unified
River Delta Unified
Roberts Ferry Union Elementary
Robla Elementary
Rockford Elementary
Roseland Elementary
Ross Valley
Rowland Unified
Sacramento City Unified
Saddleback Valley Unified
San Antonio Union Elementary
San Carlos Elementary
San Bruno Park Elementary
San Juan Union Elementary
San Lorenzo Unified
San Lorenzo Valley Unified
San Lucas Union Elementary
San Mateo-Foster City
San Mateo Union High
San Rafael City Elementary
San Rafael City High
San Ramon Valley Unified
Santa Clara Unified
Santa Cruz City Elementary
Santa Cruz City High
Santa Maria Joint Union High
Santa Maria-Bonita
Santa Paula Elementary
Saratoga Union Elementary

Sausalito Elementary
 Sausalito Marin City
 Sawyers Bar Elementary
 Scotts Valley Unified
 Sebastopol Union Elementary
 Seeley Union Elementary
 Seid Unified
 Selma Unified
 Sequoia Union High
 Shaffer Union Elementary
 Shasta Lake Union Elementary
 Shasta Union Elementary
 Shasta Union High
 Sierra-Plumas Joint Unified
 Siskiyou Union High
 Snowline Joint Unified
 Soledad Unified
 Somis Union Elementary
 Sonora Elementary
 Sonora Union
 Sonora Union High
 Soquel Union Elementary
 Soulsbyville Elementary
 South Bay Union Elementary
 South Pasadena Unified
 South San Francisco Unified
 Standard Elementary
 Stanislaus Union Elementary
 Strathmore Union Elementary
 Summerville Elementary
 Summerville High
 Sunol Glen Unified
 Surprise Valley Joint Elementary
 Susanville
 Sutter Union High
 Tamalpais Union High
 Tehachapi Unified
 Temple City Unified
 Thermalito Union
 Traver Joint Elementary
 Tres Pinos Union Elementary
 Trinity Union High
 Twain Harte-Long Barn Union
 Twin Hills Union Elementary
 Twin Ridges Elementary

Ukiah Unified
 Union Hill Elementary
 Visalia Unified
 Washington Union Elementary
 Washington Union High
 Weaver Union Elementary
 Weaverville Elementary
 Weed Union Elementary
 West Contra Costa Unified
 West Covina Unified
 West Fresno Elementary
 Western Placer Unified
 Westmorland Union Elementary
 Westwood Unified
 Whisman Elementary
 Whitmore Union Elementary
 Williams Unified
 Willits Unified
 Willow Creek Elementary
 Willow Grove Union Elementary
 Willows Unified
 Wilmar Union Elementary
 Winton Elementary
 Wiseburn Elementary
 Woodland Joint Unified
 Woodside Elementary
 Wright Elementary
 Yreka Union Elementary
 Yreka Union High
 Yuba City Unified

DEMOGRAPHIC/FACILITY PLANS

Alameda Unified
 Banta Elementary
 Bellflower Unified
 Bellevue Union Elementary
 Big Oak Flat-Groveland Unified
 Biggs Unified
 Big Valley Joint Unified
 Black Oak Mine Unified
 Brawley Elementary
 Brawley Union High
 Brittan Elementary
 Calistoga Joint Unified

Chico Unified
Columbia Elementary
Corning Union Elementary
Delano Union Elementary
Dos Palos Oro-Loma Joint Unified
Dublin Unified
Edison Elementary
Esparto Unified
Firebaugh-Las Deltas Unified
Fort Bragg Unified
Fort Sage Unified
Galt Joint Union High
Gateway Unified
Glenn County Office of Education
Golden Plains Unified
Hamilton Union Elementary
Hamilton Union High
Happy Valley Union Elementary
Hart-Ransom Union Elementary
Hayward Unified
Healdsburg Unified
Imperial Unified
Irvine Unified
Jamestown Elementary
Janesville Union
John Swett Unified
Johnstonville Elementary
Kerman Unified
Kings River Union Elementary
Kingsburg Joint Union High
Lassen High
Le Grand Union High
Los Banos Unified
Mariposa County Unified
Mark West Union
Martinez Unified
Moraga Elementary
Morgan Hill Unified
Mountain View Whisman
Napa Valley Unified
Norwalk-La Mirada Unified
North Monterey County Unified
Oakdale Unified
Oakdale Joint Unified
Orcutt Union Elementary

Orland Joint Unified
Pacheco Union Elementary
Patterson Unified
Pierce Unified
Plumas Unified
Redondo Beach Unified
Richmond Elementary
Rincon Valley Union Elementary
Riverbank Unified
Robla Elementary
Roseland Elementary
Ross Valley Elementary
Saddleback Valley Unified
Saint Helena Unified
San Carlos Elementary
San Ramon Valley Unified
West Contra Costa Unified
West Covina Unified
West Fresno Elementary
Western Placer Unified
Westmorland Union Elementary
Westwood Unified
Whisman Elementary
Whitmore Union Elementary
Williams Unified
Willits Unified
Willow Creek Elementary
Willow Grove Union Elementary
Willows Unified
Wilmar Union Elementary
Winton Elementary
Wiseburn Elementary
Woodland Joint Unified
Woodside Elementary
Wright Elementary
Yreka Union Elementary
Yreka Union High
Yuba City Unified

REDEVELOPMENT ANALYSIS

Alameda City Unified
Calaveras Unified
Ceres Unified

Delano Union Elementary
Franklin-McKinley Elementary
Long Beach Unified
Lucia Mar Unified
Oakland Unified
Riverbank Unified
Sacramento City Unified
Southwest
Santa Rosa Schools
Tehachapi Unified
Waterford Unified
West Contra Costa Unified
Winters Joint Unified

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Underwriter Engagement relating to Potential Municipal Securities Transaction between Stifel and Eureka City Schools
Meeting Date: January 13, 2022
Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the Underwriter Engagement relating to Potential Municipal Securities Transaction between Stifel and Eureka City Schools.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Eureka City Schools and Stifel are entering into this engagement letter to confirm that they are engaged in discussions related to a potential issue (or series of issuances) of municipal securities related to the Election of 2020 General Obligation Bonds, Series 2022.

STRATEGIC PLAN/PRIORITY AREA:

Applied to the "Fiscal Integrity of the District" portion of the Strategic Plan

HISTORY *(list previous staff or board action(s) with dates if possible)*

Measure T passed on March 3, 2020.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The underwriter will be compensated by a fee and/or an underwriting discount that will be set forth in the bond purchase agreement to be negotiated and entered into in connection with the issuance of the Bonds.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Zielger, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Underwriter Engagement Document



December 15, 2021

Mr. Paul Ziegler
Assistant Superintendent, Business Services
Eureka City Schools
2100 "J" Street
Eureka, CA 95501

Re: **Underwriter Engagement Relating to Potential Municipal Securities Transaction
Eureka City Schools
Election of 2020 General Obligation Bonds, Series 2022**

Dear Mr. Ziegler,

The Eureka City Schools (the "District") and Stifel, Nicolaus & Company, Incorporated ("Stifel") are entering into this engagement letter to confirm that they are engaged in discussions related to a potential issue (or series of issuances) of municipal securities related to the Election of 2020 General Obligation Bonds, Series 2022 (the "Bonds").

Engagement as Underwriter

The District is aware of the "Municipal Advisor Rule" of the Securities and Exchange Commission ("SEC") and the underwriter exclusion from the definition of "municipal advisor" for a firm serving as an underwriter for a particular issuance of municipal securities. The District hereby designates Stifel as an underwriter for the Bonds. The District expects that Stifel will provide advice to the District on the structure, timing, terms and other matters concerning the Bonds.

Limitation of Engagement

It is the District's intent that Stifel serve as an underwriter for the Bonds, subject to satisfying applicable procurement laws or policies, formal approval by the Board of Education of the District, finalizing the structure of the Bonds and executing a bond purchase agreement. While the District presently engages Stifel as the underwriter for the Bonds, this engagement letter is preliminary, nonbinding and may be terminated at any time by the District, without penalty or liability for any costs incurred by the underwriter, or Stifel. Furthermore, this engagement letter does not restrict the District from entering into the sale of the Bonds with any other underwriters or selecting an underwriting syndicate that does not include Stifel.

Disclosures Required by MSRB Rule G-17 Concerning the Role of the Underwriter

The District confirms and acknowledges the following disclosures, as required by the Municipal Securities Rulemaking Board (MSRB) Rule G-17 as set forth in MSRB Notice 2019-20 (Nov. 8, 2019)¹:

The following G-17 conflict of interest disclosures are broken down into three types, including: 1) dealer-specific conflicts of interest disclosures (if applicable); 2) transaction-specific disclosures (if applicable); and 3) standard disclosures.

1. Dealer-Specific Conflicts of Interest Disclosures

Stifel has identified the following additional actual or potential² material conflicts of interest:

Stifel, Nicolaus & Company, Incorporated (Stifel) has entered into an agreement with its affiliate, Vining-Sparks IBG, LLC (the Distributor), that enables the Distributor to distribute certain new issue municipal securities underwritten by or allocated to Stifel, which could include the Bonds, at the original issue price. Under that agreement, Stifel will share with the Distributor a portion of the fee or commission paid to Stifel.

2. Transaction-Specific Disclosures: Disclosures Concerning Complex Municipal Securities Financing:

Since we have not recommended a "complex municipal securities financing" to the District, additional disclosures regarding the financing structure for the Bonds are not required under MSRB Rule G-17.

¹ Revised Interpretive Notice Concerning the Application of MSRB Rule G-17 to Underwriters of Municipal Securities (effective Mar. 31, 2021).

² When we refer to potential material conflicts throughout this letter, we refer to ones that are reasonably likely to mature into actual material conflicts during the course of the transaction, which is the standard required by MSRB Rule G-17.

3. **Standard Disclosures**

- **Disclosures Concerning the Underwriter's Role:**
 - MSRB Rule G-17 requires an underwriter to deal fairly at all times with both the District and investors.
 - The underwriter's primary role is to purchase the securities for sale to investors in an arm's-length commercial transaction with the District. The underwriter has financial and other interests that may differ from those of the District.
 - Unlike a municipal advisor, an underwriter does not have a fiduciary duty to the District under the federal securities laws and is, therefore, not required by federal law to act in the best interests of the District without regard to its own financial or other interests.
 - The District may choose to engage the services of a municipal advisor with a fiduciary obligation to represent the District's interest in this transaction.
 - The underwriter has a duty to purchase the securities from the District at a fair and reasonable price, but must balance that duty with its duty to sell the securities to investors at prices that are fair and reasonable.
 - The underwriter will review the official statement for the securities, if any, in accordance with, and a part of, its respective responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction.³
- **Disclosures Concerning the Underwriter's Compensation:**
 - The underwriter will be compensated by a fee and/or an underwriting discount that will be set forth in the bond purchase agreement to be negotiated and entered into in connection with the issuance of the Bonds. Payment or receipt of the underwriting fee or discount will be contingent on the closing of the transaction and the amount of the fee or discount may be based, in whole or in part, on a percentage of the principal amount of the Bonds. While this form of compensation is customary in the municipal securities market, it presents a potential conflict of interest since the underwriter may have an incentive to recommend to the District a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary.

It is our understanding that you have the authority to bind the District by contract with us, and that you are not a party to any conflict of interest relating to the subject transaction. If our understanding is incorrect, please notify us.

We are required to seek your acknowledgement of the receipt of this letter. Accordingly, sign and return a copy of this letter to either of the undersigned as a PDF. We look forward to working with the District on the sale of the Bonds. Do not hesitate to contact us with any questions regarding the content of this letter.

Sincerely,

Stifel, Nicolaus & Company, Incorporated




Bruce Kerns
Managing Director



Erica Gonzalez
Managing Director

Eureka City Schools accepts and acknowledges the foregoing.

Accepted and Executed:



Paul Ziegler
Assistant Superintendent, Business Services

Date: 12/21/2021

cc: Fred Van Vleck, *Eureka City Schools*
David Casnocha, *Stradling Yocca Carlson & Rauth*
Joshua Weingarten, *Stradling Yocca Carlson & Rauth*

Steven Gald, *California Financial Services*
Scott Beck, *Kutak Rock*
Esther Jin, *Stifel*

³ Under federal securities law, an issuer of securities has the primary responsibility for disclosure to investors. The review of the official statement by the underwriters is solely for purposes of satisfying the underwriters' obligations under the federal securities laws and such review should not be construed by an issuer as a guarantee of the accuracy or completeness of the information in the official statement.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of December 2021 Warrants

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the attached list of warrants issued during the month of December 2021.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Education Code section 17605 allows the District's Board to "adopt a rule, delegating to any officer or employee...the authority to purchase supplies, materials, apparatus, equipment, and services" that do not exceed the amount specified in section 20111 of the Public Contract Code. However, Education Code 35161 requires the Board to retain "ultimate responsibility over the performance of those powers or duties so delegated". As a result, it is recommended that the Governing Board ratify or approve actions taken by the designees.

STRATEGIC PLAN/PRIORITY AREA:

Applied to the "Fiscal Integrity of the District" portion of the Strategic Plan

HISTORY *(list previous staff or board action(s) with dates if possible)*

This issue was discussed at the February 27, 2014 Board meeting. It was agreed that the Warrant listings would come to the Board for review and approval on a monthly basis.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

For December 2021, the District issued 276 warrants totaling \$1,663,383.00.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

December 2021 Warrants

Checks Dated 12/01/2021 through 12/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000154993	12/02/2021	'Immersed Games, Inc.	01-4310	<PAY VENDOR THEN DEACTIVATE VENDOR>LOTTERY-ORDER		120.00
3000154994	12/02/2021	A & G Music Products CO	01-5635	EHS LCAP - INVOICE		482.29
3000154995	12/02/2021	A-Z BUS SALES INC.	01-4362	OPEN PO: Blue Bird school bus replacement parts		4,290.26
3000154996	12/02/2021	ADVANCED SECURITY SYSTEMS	01-5804	SECURITY MONITORING - EHS/WINSHIP/ZANE/ZOE		1,285.50
3000154997	12/02/2021	Amazon Capital Services	01-4310	Sept Amazon supplies		70.95
3000154998	12/02/2021	AMERICAN FIDELITY ADMIN. SERVICES	01-5800	Contracted Services		669.80
3000154999	12/02/2021	AMERICAN STAR	01-4310	EHS ATHLETICS		435.00
3000155000	12/02/2021	AT&T	01-5922	OPEN PO - 831 - DISTRICT WAN		3,705.40
3000155001	12/02/2021	AVID CENTER	01-5207	(Attach) INVOICE-AVID REGISTRATION FEES		565.00
3000155002	12/02/2021	CAMPTON ELECTRIC	01-4310	INVOICES - see notes-STAGE LIGHTING SUPPLIES	6.73	
			01-4381	BLANKET PO FOR MATERIALS	1,310.17	1,316.90
3000155003	12/02/2021	CAREERSAFE LLC	01-5207	EHS SWP - ORDER		3,250.00
3000155004	12/02/2021	CDE	13-4710	BLANKET PO: Commodity Food purchases		589.95
3000155005	12/02/2021	CDW-G	01-4310	NC: HEADSETS FOR EHS STUDENTS		1,262.41
3000155006	12/02/2021	CITY OF EUREKA	01-5530	D.O. WATER	1,381.54	
				WATER - ALICE BIRNEY	3,089.05	
				WATER - EHS	16,539.42	
				WATER - TECH CENTER	937.66	
				WATER - ZANE	7,113.01	
				WATER - ZOE	1,066.68	
			12-5530	WATER - WINZLER CC	415.98	30,543.34
3000155007	12/02/2021	CLENDENEN'S	13-4710	Local Apple Supplier		1,140.00
3000155008	12/02/2021	Craven Construction Services	23-6210	INVOICE: Inspector Fees		22,831.64
3000155009	12/02/2021	DOJ OFFICE OF THE ATTORNEY GENERAL	01-5861	Open PO for Volunteer Fingerprinting		1,123.00
3000155010	12/02/2021	ENVOY PLAN SERVICES TSA CONSULTING	01-3901	OPEN PO: Fred Van Vleck Monthly Annuity Pmts.		150.00
3000155011	12/02/2021	EUREKA NAPA AUTO	01-4362	supplies and parts for vehicles		229.24
3000155012	12/02/2021	EUREKA OXYGEN	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		100.62
3000155013	12/02/2021	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		202.92
3000155014	12/02/2021	GOLD STAR FOODS	13-4710	BLANKET PO - Food purchases		2,248.53
3000155015	12/02/2021	HARPER MOTORS	01-4366	Vehicle parts		81.70

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 17

Checks Dated 12/01/2021 through 12/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000155016	12/02/2021	HEINEMANN	01-4310	ADDITIONAL FPC FOR COMBO CLASS LAF		523.95
3000155017	12/02/2021	HUMBOLDT COMM SERVICES DIST	01-5530	WATER - GRANT/WINSHIP/LAF		1,882.40
3000155018	12/02/2021	HUMBOLDT WASTE MANAGEMENT AUTH	01-5511	OPEN PO for Waste Disposal		351.20
3000155019	12/02/2021	Kleen Solution Environmental	23-5560	HAZ WASTE TRANSP		13,590.36
3000155020	12/02/2021	MCGRAW HILL	01-4310	NC TO ORDER: MATH AND READING MASTERY	599.51	
				NC TO ORDER: SPANISH MATERIALS FOR WASH	124.49	724.00
3000155021	12/02/2021	MENDES SUPPLY	01-9320	VFS: Restock	6,431.38	
			12-4374	ORDER: Paper towels for meal time	43.64	6,475.02
3000155022	12/02/2021	MISSION LINEN	12-5800	Open PO for Mission Linen biweekly rug service		17.11
3000155023	12/02/2021	Mitchell, Ruth E	01-5201	MILEAGE		60.87
3000155024	12/02/2021	NORTH COAST LABS	01-5800	Storm water testing		130.00
3000155025	12/02/2021	OpenArt	01-5800	CREATE HUMB. PROJ SVCS		11,323.40
3000155026	12/02/2021	PIERSON BLDG CENTER	01-4310	EHS BLANKET PO WOODSHOP	36.45	
			01-4381	Blanket PO for supplies and materials	748.95	785.40
3000155027	12/02/2021	PIONEER HEALTHCARE SVCS	01-5800	OPEN PO for SLP contracted services		7,504.00
3000155028	12/02/2021	PLATT ELEC SUPPLY INC	01-4310	PLATT INVOICES FOR STAGE LIGHTING		490.63
3000155029	12/02/2021	PRO PACIFIC FRESH	13-4710	BLANKET PO: Food purchases		4,835.42
3000155030	12/02/2021	RAY MORGAN CO.	01-5637	ALICE BIRNEY RAY MORGAN MAINT AGR	710.32	
				BUS SVCS COPIER AGR	564.50	
				CORP SECRETARY COPIER MAINT	61.95	
				EHS COPIER MAINT	2,316.08	
				LAF COPIER MAINT	292.39	
				OPEN PO - LEARNING CENTER RAY MORGAN MAINT AGR	80.53	
				OPEN PO - WASH - COPIER MAINT	1,551.23	
				OPEN PO - WINSHIP COPIER MAINT	675.63	
				OPEN PO: GRANT MAINT AGR	749.65	
				Ray Morgan Maint agr/overages	384.27	
				RM 105/106 RAY MORGAN MAINT AGR	41.81	
				SUPER MAINT AGR	19.00	
				ZANE MAINT AGR	865.73	
				ZANE MAINT. AGR/PRINTERS	1,554.06	
			11-5637	ADULT SCHOOL COPIER MAINT AGR	9.28	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000155030	12/02/2021	RAY MORGAN CO.	12-5637	OPEN PO - WINZLER RAY MORGAN MAINT AGR	8.81	9,885.24
3000155031	12/02/2021	RAY'S OLD TOWN AUTO	01-5633	INVOICE: VAN 62 REPAIRS		864.89
3000155032	12/02/2021	Roper, Hallyann G	01-5207	CAL ASSESSMENT CONF.		79.00
3000155033	12/02/2021	S & L FOOD SALES CO.	13-4710	BLANKET PO: Food and Supplies		3,464.30
3000155034	12/02/2021	SCHOOL AND COLLEGE LEGAL SERV.	01-5207	OPEN PO for training registration		480.00
3000155035	12/02/2021	SHAFER'S HARDWARE	01-4310	SHAFERS INVOICE FOR STAGE LIGHTING		24.01
3000155036	12/02/2021	SHN CONSULTING ENGINEERS	23-6271	INVOICE: Engineering Fees		32.50
3000155037	12/02/2021	Shull, Angela L	01-5300	ACSA CONF. TRAVEL		836.34
3000155038	12/02/2021	SHUSTER, DELNO M D/B/A	01-5800	PLS GIVE PO TO KERI LOCKARD MFRC		2,000.00
3000155039	12/02/2021	SONOMA COUNTY OFFICE OF ED	01-5800	INVOICE: INDUCTION PRGM SVC FEE 21-22		115,500.00
3000155040	12/02/2021	STAPLES CREDIT	01-4310	Supplies - School/Office		102.00
3000155041	12/02/2021	SUDDENLINK COMMUNICATIONS	01-5922	SUDDENLINK - INTERNET		253.56
3000155042	12/02/2021	SYSCO	13-4396	BLANKET PO: Food and Supplies	427.33	
			13-4710	BLANKET PO: Food and Supplies	884.49	1,311.82
3000155043	12/02/2021	SZIRAKI, GEORGE	01-5800	Coaching of Brad Albee		2,000.00
3000155044	12/02/2021	THRIFTY SUPPLY CO	01-4381	OPEN PO FOR MAINT. SUPPLIES		64.42
3000155045	12/02/2021	U.S. BANK CORPORATE PMT	01-4110	ELA BOOK	11.80	
				ELA BOOKS	74.77	
			01-4310	ADMIN OFF SUPPL	16.38	
				AMPLIFIED FOR SPEECH	59.22	
				ASB SUPPL TO BE REIMB	251.30	
				ASB SUPPLIES TO BE REIMB.	391.48	
				ASB TO REIMBURSE	293.17	
				ASES SUPPL	997.27	
				ASES SUPPLIES	381.52	
				ATH FIRST AID BAGS	174.76	
				ATHLETIC FIRST AID BAGS	348.64	
				BOOKS SEL TCHR ACADEMY	1,519.20	
				BREEZWAY SIDEWALLS	3,155.68	
				CALCARD PUZZ 9-22-21	599.11	
				CANOPY SIDEWALLS	394.46	
				CASE FOR SPED IPAD	16.38	
				CHROMEBOOK COVERS	37.67	
				CLASS SUPPL	29.09	
				CLASS/OFFICE SUPPL	119.01	
				CLASS/OFFICE SUPPLIES	61.15	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000155045	12/02/2021	U.S. BANK CORPORATE PMT		CLEAR MASKS FOR ASL INTERPRETER	147.07	
				CLIPBOARD	13.55	
				COSTCO OPEN PO FOR WASH ASES	247.67	
				COVID - BOOKS	11.71	
				COVID - HEALTH SUPPL	140.70	
				COVID - MAGNETIC BUILDING TILES	65.52	
				COVID - TEACHER STAMPS	17.47	
				COVID ADULT MASKS	627.40	
				COVID CHILD MASKS	1,529.20	
				COVID FOGGER FOR LAF	92.86	
				COVID GLOVES	63.40	
				COVID HEALTH SUPL	142.01	
				COVID STORAGE TOTE S	307.02	
				COVID WAGONS FOR LUNCH	418.90	
				DIGITAL MEDIA PROG	75.99	
				DISPLAY CASE	520.02	
				ELD CLASS MATERIALS	89.00	
				ELEM COUNSELING SUPPLIES	16.00	
				ELEM MUSIC SUPPL	17.32	
				EYE GLASSES FOR STUDENT	67.51	
				FLASH DRIVES	65.44	
				FOOD FOR PANTRY	131.28	
				HEPA FILTER REPL	976.76	
				INDEP STUDY SUBSCRIPTION	289.00	
				INDIAN ED SUPPL	33.62	
				INST SUPPL	59.70	
				INST. SUPPL KINDERGARTEN	78.66	
				INSTR SUPPL	48.47	
				INSTR SUPPL KINDERGARTEN	23.05	
				KINDERGARTEN BOOKS	165.16	
				LIBRARY BOOKS	41.87	
				LONG TERM INDEPT STUDY	68.23	
				MENTAL HLTH SUPPL	438.67	
				MONITOR MTG LUNCH	53.92	
				MONITOR SUPPL	8.57	
				MUSIC CLASS SUPPL	9.82	
				MUSICIAN FACE MASKS	514.01	

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3000155045	12/02/2021	U.S. BANK CORPORATE PMT		NAME PLATES	46.85	
				OFFICE SIGNS	45.75	
				OFFICE SUPPL	1,061.21	
				OFFICE SUPPLIES	516.41	
				OPEN PO - COSTCO - FOOD FOR	484.63	
				HOMELESS		
				PA SYSTEM	234.38	
				PARKING PASSES	109.96	
				PBIS REWARDS	55.39	
				PE SUPPLIES	49.98	
				PHONICS BOOKS	188.76	
				PPE MASKS	21.22	
				PROPANE FOR SB & FAM	13.06	
				REFUND SCANNERS	406.22-	
				RESOURCE - FIDGETS	28.13	
				RESOURCE CLASS SUPP	103.52	
				RESOURCE FIDGET TOYS	49.25	
				RESOURCE FIDGETS	65.41	
				RS FIDGET TOYS	12.00	
				SCHOOL OFF SUPPL	68.64	
				SDC FIDGET TOYS	47.15	
				SDC FIDGETS	30.68	
				SPED ASSESSMENTS	210.86	
				SPEECH MATERIALS	207.67	
				TDAP FOR LB	78.99	
				TEACHER SUPPL	513.32	
				TECH OFFICE SUPPL	110.29	
				TENTS FOR SB & FAM	131.08	
				WAGON	14.20	
				WATER CUPS	45.85	
			01-4312	SOC. STUDIES SUBSCRIPTION	289.00	
			01-4314	RETURNED INLINE ASSESSMENTS	40.00-	
				SPED PROTOCOLS	2,184.41	
				SPEECH ASSESMENTS	150.78	
			01-4341	SOFTWARE	461.52	
				ZOOM LICENSES	339.90	
			01-4351	OFFICE SUPPL	104.59	
			01-4362	KEY BLANK	43.98	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000155045	12/02/2021	U.S. BANK CORPORATE PMT		SDS MEMORY CARDS	52.50	
			01-4374	CUSTODIAL SUPPL	362.55	
				DOOR MATS	172.36	
				EHS TRASH BARREL	58.86	
				ZANE TRASH BARRELS	412.00	
			01-4381	GAS PRESSURE TESTER	51.47	
			01-4393	CABINET LUNCH	95.12	
				CABINET REFRESHMENTS	8.64	
				EXEC MTG REFRESHMENTS	130.80	
				MEETING REFRESHMTS	45.44	
				PRINCIPAL MTG REFRESH	20.19	
				REFRESHMENT FOR CABINET MTG	10.01	
				SITE TEAM LUNCH	85.79	
			01-4400	AED CANCELLED ORDER	1,398.40-	
			01-4445	TECH REPAIR PARTS	129.29	
				TECHNOLOGY	1,627.14	
			01-4453	IPAD FOR SPEECH RPOVIDERS	363.43	
			01-5203	COMMUNITY MBR LUNCH	24.00	
				WAN PLANNING LUNCH	50.33	
			01-5210	AIRLINE TICKETS	2,671.80	
				CASBO TRAINING	573.80	
				CONF AIRFARE	853.80	
				REFRESHMENTS FOR CABINET MTG	62.06	
				REFUND CONF. REGIST	712.50-	
				REFUND REG/HOTEL DEP TAPLIN	1,190.00-	
				STUDENT BD MBR CONF	100.00	
				TRVL INSURANCE	153.27	
			01-5300	MFRC PREPAID CELL PHONE	65.73	
			01-5623	FORKLIFT RENTAL	800.00	
			01-5635	MUSIC BINDERS	54.60	
			01-5800	CABINET LUNCH	315.13	
				EXEC MTG COFFEE	35.90	
				FLOWERS TO HOSP.	69.31	
				PRIN/CABINET REFRESH	89.75	
			01-5831	ADVERTISING	356.86	
				OFFICE SUPPLIES	241.13	
				SOCIAL MEDIA MKTG	157.55	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000155045	12/02/2021	U.S. BANK CORPORATE PMT	01-5866	DRIVER QUERY	6.25	
			01-5881	PERSONAL CHG REPAID BY CHECK	59.62	
			01-5950	POSTAGE	14.76	
			13-4310	NAT'L SCH LUNCH SUPPLIES	43.69	
			13-4710	FOOD - BOARD DINNER	32.62	
				SOY YOGURT ACCOMMODATION	13.18	
			13-5635	FREEZER DOOR PART	32.74	
				THERMOSTAT	275.81	
				Unpaid Tax	112.42-	31,587.17
3000155046	12/02/2021	U.S. BANK EQUIPMENT	01-5623	EHS COPIER / FAX ACCESS		1,640.54
3000155047	12/02/2021	UNITED RENTALS	01-5623	FORKLIFT RENTAL FOR WAREHOUSE		1,247.64
3000155048	12/02/2021	VALLEY PACIFIC	01-4364	OPEN PO FOR FUEL	5,022.10	
			01-4365	OPEN PO FOR FUEL	3,313.07	8,335.17
3000155049	12/02/2021	WILLDAN ENERGY SOLUTIONS	40-6405	CORP YARD PROJECT		95,964.00
3000155050	12/02/2021	YOUNG, NANCY	12-5720	CPR TRAINING WCC 11/29/21		1,120.00
3000155478	12/06/2021	"HomeDepot.com	01-4310	<PAY PBCC> EHS LOTTERY		130.97
3000155479	12/06/2021	"Lakeshore Learning	01-4310	<PAY PBCC> ORDER: Quiet Time Cube		421.20
3000155480	12/06/2021	"STAPLES.COM	01-4310	<PAY PBCC> EHS SUP/CON		732.64
3000155481	12/06/2021	Adair, Cassandra M	01-4310	CLASS/STU SUPP	42.52	
				CLASS/STUDENT SUPP2	7.09	
				CLASS/STUDENT SUPPLIES	47.20	
				SENSORY ITEMS	27.29	
				STUDENT SUPPLIES 111	86.26	210.36
3000155482	12/06/2021	Anderson, Erin	01-4310	PBIS SUPPLIES		28.32
3000155483	12/06/2021	BAY TANK & BOILER WORKS	01-4377	Blanket PO for parts and supplies	2,923.92	
			01-4381	Blanket PO for parts and supplies	97.47	
			01-4389	Blanket PO for parts and supplies	292.40	3,313.79
3000155484	12/06/2021	Calif. School-Based Health AI	01-5207	BLDG BRIDGES VIRTUAL CONF.		266.70
3000155485	12/06/2021	CENTRAL RESTAURANT SUPPLY	13-4400	Milk coolers for AB and WASH		4,588.50
3000155486	12/06/2021	CLENDENEN'S	13-4710	Local Apple Supplier		1,140.00
3000155487	12/06/2021	COMPLIANCE ASSOC. INC.	01-5864	2022 DOT TESTING		1,800.00
3000155488	12/06/2021	CRYSTAL CREAMERY	13-4710	BLANKET PO: Dairy purchases		10,947.31
3000155489	12/06/2021	Dean-Mervinsky, Jennifer M	01-4310	CLASS SUPPLIES		14.30
3000155490	12/06/2021	DEMCO	01-4212	EHS LOTTERY - ORDER		277.47
3000155491	12/06/2021	DON'S RENT ALL	01-4381	BLANKET PO - Grounds	158.26	
			01-5623	BLANKET PO - Grounds	197.34	355.60
3000155492	12/06/2021	Doyle, Brian	01-5201	MILEAGE		8.28

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3000155493	12/06/2021	FLINN SCIENTIFIC INC.	01-4310	ORDER - EHS LOTTERY JEWELRY A121	571.10	
				SCIENCE CLASS SUPP	9.99	581.09
3000155494	12/06/2021	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		545.16
3000155495	12/06/2021	HEINEMANN	01-4310	NC: FPC GR AND LIBRARIES		143,076.66
3000155496	12/06/2021	HSU SPONSORED PROGRAMS FOUND	01-5800	MSW SCHOOL BASED PROGRAM		71,622.35
3000155497	12/06/2021	HUMBOLDT COMM SERVICES DIST	01-5530	WATER - GRANT/WINSHIP/LAF	365.97	
				WATER - WINSHIP	434.41	800.38
3000155498	12/06/2021	Johnston, Jennifer J	01-4391	CULINARY SUPPL		45.94
3000155499	12/06/2021	KEENAN SUPPLY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		962.93
3000155500	12/06/2021	Kuttler, Aileen M	95-4310	CLASS SUPPLIES		1,592.91
3000155501	12/06/2021	MCGRAW HILL	01-4310	ADDITIONAL SDC FOR G SMTIH		327.34
3000155502	12/06/2021	MENDES SUPPLY	01-9320	VFS: Restock		2,110.04
3000155503	12/06/2021	n2y, LLC	01-4310	SymbolStix Prime subscription		709.50
3000155504	12/06/2021	RAMONE'S BAKERY & CAFE	01-4393	workshop refresh		161.67
3000155505	12/06/2021	Resendez, Jeanine G	01-4310	SCHOOL SUPPL	34.07	
			01-4393	SCHOOL SUPPLIES	213.08	247.15
3000155506	12/06/2021	Scheffler, Catrina A	01-4310	ASES SUPPLIES		3,170.44
3000155507	12/06/2021	SCHOOL AND COLLEGE LEGAL SERV.	01-5207	OPEN PO for training registration		45.00
3000155508	12/06/2021	SHRED AWARE LLC	01-5800	SHREDDING		148.00
3000155509	12/06/2021	SISC III	01-5868	ARPA SUBSITY CERTIFICATED		2,886.60
3000155510	12/06/2021	SISC III	01-5868	ARPA SUBSIDY CLASSIFIED		7,962.12
3000155511	12/06/2021	SISC III	01-9537	DEC. 2021 MEDICAL		600,476.00
3000155512	12/06/2021	Thompson, Madelyn G	01-4310	CLASS SUPPL NEW TEACHER		101.43
3000155513	12/06/2021	THRIFTY SUPPLY CO	01-4381	OPEN PO FOR MAINT. SUPPLIES		1,394.59
3000155514	12/06/2021	U.S. BANK CORPORATE PMT	01-4310	<PAY PBCC> - wwwbw.com - Music Dept	564.87	
				>PAY PBCC> USFLAGSTORE.COM - EHS	108.65	
				LOTTERY ORDER		
				CALCARD BROWNFIELD 10-22-21	738.50	
				CALCARD BROWNFLD 10-22-21	327.73	
				CALCARD BROWNFLD 9	75.30	
				CALCARD WATERHOUSE 10-22-21	2,090.72	
				CLASS HANGING FILES	36.78	
				CLASS SUPPL 2	48.04	
				CLASS SUPPL 300	131.09	
				CLASS SUPPL 400	121.86	
				CLASS SUPPL 500	43.69	
				CLASS SUPPLIES 3	60.59	

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3000155514	12/06/2021	U.S. BANK CORPORATE PMT		CLASS SUPPLIES 4	120.16	
				CLASS SUPPLIES 5	46.86	
				CLASS SUPPLIES 6	212.85	
				CLASS SUPPLIES 7	26.20	
				CLASS SUPPLIES 8	242.35	
				COVID MUSIC SUPPL	146.25	
				FIDGET CHAIR BANDS	104.85	
				INDEP'T STUDY SUPPL	231.13	
				NOISE BLOCKING EAR MUFFS	69.88	
				ORGANIZER FOR CLASS 1	29.36	
				ORGANIZERS FOR CLASS 2	49.13	
				READING SPEC CHART	43.69	
				SHARING & CARING SUPPLIES	61.14	
				STICK ON CLOCK	56.76	
				STUDENT SUPPLIES 900	10.38	
			01-4374	CALCARD BROWNFLD 10-22-21	341.08	
			01-4392	CALCARD BROWNFIELD 10-22-21	63.09	
				CALCARD BROWNFLD 10-22-21	180.86	
			01-4393	STAFF REFRESHMENTS	34.90	
			01-5210	ACSA	599.00	
				DEP FOR MDH STAY EVRY STU SUCC	346.17	
				DEPOSIT FOR EVRY STU SUCCEED	374.24	
				LUNCHEON		
				LODGING BIGGER PIC CONF. 1	290.81	
				LODGING BIGGER PIC CONF. 2	268.32	
				LODGING BIGGGER PIC CONF. 3	268.32	
				MEAL - BIGGER PIC CONF 1	68.38	
				MEAL - BIGGER PICTURE LEARNING 4-	85.79	
				MEAL BIGGER PIC CONF. 2	73.28	
				MEAL BIGGER PIC CONF. 3	28.88	
			12-4310	CLASS SUPPL 100	11.57	
				CLASS SUPPL 200	201.31	
				STAFF LOUNGE COFFEE POT	26.19	
			12-5720	TPOT TRNG MATERIALS 1	64.45	
				TPOT TRNG MATERIALS 2	34.88	
			95-4310	CALCARD BROWNFIELD 10-22-21	491.29	
				CALCARD BROWNFLD 10-22-21	263.34	
				SCHOOL SUPPLIES	79.43	9,994.39

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3000155515	12/06/2021	U.S. BANK EQUIPMENT	01-5623	A.B. COPIER LEASE 500-0564851	993.65	
				BRIDGES - COPIER LEASE 500-0589727	130.11	
				CORP YARD COPIER LEASE 500-0582294	111.29	
				WINSHIP COPIER LEASE 500-0531060	347.89	
			11-5637	CNA COPIER LEASE 500-0589729	112.62	
			12-5623	OPEN PO - WCC COPIER LEASE 500-0559297	342.73	2,038.29
3000155516	12/06/2021	US FOODS CHEF'S STORE (Our customer number: 546157)	01-4310	Blanket PO: Orders for Holidays		1,421.57
3000155517	12/06/2021	VERIZON WIRELESS	01-5921	ALL VERIZON LINES	99.15	
			01-5922	ALL VERIZON LINES	1,818.45	1,917.60
3000155518	12/06/2021	Ziegler, Paul A	01-5210	CBO CONFERENCE PARKING		22.00
3000155783	12/09/2021	A-Z BUS SALES INC.	01-4362	OPEN PO: Blue Bird school bus replacement parts		222.11
3000155784	12/09/2021	Adams, Mark C	01-5201	MILEAGE COVID TSTS TO HCOE		17.36
3000155785	12/09/2021	ADVANCED SECURITY SYSTEMS	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES	926.88	
			01-5635	BLANKET PO FOR MATERIALS AND SUPPLIES	734.41	
			01-5881	FIN CHARGE	10.43	1,671.72
3000155786	12/09/2021	ALMQUIST LUMBER CO	01-4381	Blanket PO for Parts and Supplies		490.46
3000155787	12/09/2021	Amazon Capital Services	01-4212	ORDER: EHS LOTTERY (Books)	130.85	
			01-4310	EHS SUP/CON - ORDER	626.65	
				october Amazon order	3.44-	
				ORDER: Magnetic pins	68.00	
				ORDER: Office supplies	160.49	982.55
3000155788	12/09/2021	AMERICAN STAR	01-5851	OPEN PO FOR SECURITY SVCS		2,625.00
3000155789	12/09/2021	ANIXTER INC	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		2,363.45
3000155790	12/09/2021	AT&T	01-5909	OPEN PO for 939 - Site phone bills		6,332.50
3000155791	12/09/2021	BRAVO, JENNIFER	01-5800	OPEN PO FOR INTERPRETING SERVICES		60.00
3000155792	12/09/2021	BRINK'S INCORPORATED *	01-5800	Open PO - Courier Service		100.17
3000155793	12/09/2021	Brownfield, Quincy C	01-4392	P.D. DRINKS		18.94
3000155794	12/09/2021	CAMPTON ELECTRIC	01-4381	BLANKET PO FOR MATERIALS		29.62
3000155795	12/09/2021	CDW-G	01-4310	ORDER: Spare Projector Lamps	302.01	
			01-4341	ORDER: Lightspeed Web Filter Renewal 2021-2022	29,625.00	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000155795	12/09/2021	CDW-G	01-4381	QUOTE-REPLACEMENT PROJECTORS FOR WAREHOUSE	15,841.25	
			01-4400	ORDER: Classroom Voice Amplification	2,546.87	
			01-4445	CDWG Quote#1C5RKH0 - Tech Laptops	143.14	
				ORDER: Additional Computer Monitors	845.09	
				Quotes 1C5SMF4 & 1C5PQPQ - Tech items	422.54	49,725.90
3000155796	12/09/2021	CHERIE DONAHUE	01-4310	EHS OPEN PO PERKINS		154.04
3000155797	12/09/2021	CITY OF EUREKA	01-5530	D.O. WATER	654.44	
				WATER - EHS	2,753.90	
				WATER - WASHINGTON	1,932.43	
			01-5800	POLICE SERVICES	3,570.00	
			11-5861	OPEN PO - CNA FINGERPRINTING	469.00	9,379.77
3000155798	12/09/2021	COASTAL BUSINESS SYS INC	01-5623	Folding machine lease		284.19
3000155799	12/09/2021	Cummesky, Morgan	01-5861	FINGERPRINTING		25.00
3000155800	12/09/2021	Dawid, Andrew Z	01-5861	FINGERPRINTING		25.00
3000155801	12/09/2021	EUREKA ACE HARDWARE	01-4381	MAINT. OPEN PO FOR SUPPLIES		68.67
3000155802	12/09/2021	EUREKA GLASS CO.	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		587.56
3000155803	12/09/2021	FASTENAL COMPANY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		77.66
3000155804	12/09/2021	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		412.20
3000155805	12/09/2021	Grant, Janis	01-5201	MILEAGE		26.32
3000155806	12/09/2021	Griffith, Karen J	01-4310	CLASS SUPPLIES		109.24
3000155807	12/09/2021	HUMBOLDT FASTENERS	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		189.88
3000155808	12/09/2021	HUMBOLDT WASTE MANAGEMENT AUTH	01-5511	OPEN PO for Waste Disposal		203.20
3000155809	12/09/2021	Ivanov, Lucee B	01-4310	PBIS AWARDS		17.31
3000155810	12/09/2021	JACK SCHREDER & ASSOC	01-5800	INVOICE: School Facility Program		1,618.75
3000155811	12/09/2021	Johnston, Jennifer J	01-4391	CULINARY SUPPL		140.92
3000155812	12/09/2021	MENDES SUPPLY	01-9320	Stores Restock/VFS - Quotes QM06655 & QM06656	8,259.30	
				VFS: Restock	1,907.67	10,166.97
3000155813	12/09/2021	Miller, Heather J	01-5201	MILEAGE		115.35
3000155814	12/09/2021	Olmos Jr, Francisco J	01-5201	MILEAGE		8.23
3000155815	12/09/2021	PACIFIC GAS AND ELECTRIC	01-5520	OPEN PO - ELECTRICITY COSTS - ALL SITES	37,092.97	

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3000155815	12/09/2021	PACIFIC GAS AND ELECTRIC	12-5520	OPEN PO - ELECTRICITY COSTS - ALL SITES	507.16	37,600.13
3000155816	12/09/2021	PAPE MATERIAL HANDLING	01-5633	REPAIR TO CLARK FORKLIFT		3,038.12
3000155817	12/09/2021	PAR INC	01-4314	OPEN PO for testing supplies	325.65	
				Unpaid Tax	27.57-	298.08
3000155818	12/09/2021	PIERSON BLDG CENTER	01-4381	Blanket PO for supplies and materials		202.94
3000155819	12/09/2021	PIONEER HEALTHCARE SVCS	01-5800	OPEN PO for SLP contracted services		2,752.00
3000155820	12/09/2021	PLATT ELEC SUPPLY INC	01-4381	MAINTENANCE - BLANKET PO		590.65
3000155821	12/09/2021	PRO PACIFIC FRESH	13-4710	BLANKET PO: Food purchases		2,098.67
3000155822	12/09/2021	Puzz, Kristi J	01-8699	REPL CK #117293 12-7-2020		58.09
3000155823	12/09/2021	RAY MORGAN CO.	01-4310	OPEN PO	63.57	
				ORDER: Printer for Leadership Class	1,089.22	
			01-5637	OPEN PO: GRANT MAINT AGR	157.59-	995.20
3000155824	12/09/2021	Rodgers, Jimmy	01-5210	ATHLETIC TRAVEL	2,667.54	
				EHS BOYS BB	3,236.31	5,903.85
3000155825	12/09/2021	Roper, Hallyann G	01-4310	ELPAC MTG REFRESH		51.47
3000155826	12/09/2021	S & L FOOD SALES CO.	13-4396	BLANKET PO: Food and Supplies	4,207.67	
			13-4710	BLANKET PO: Food and Supplies	6,900.93	11,108.60
3000155827	12/09/2021	Shrecengost, Leif	01-4310	LED LIGHTS/TWINE		54.30
3000155828	12/09/2021	SYSCO	13-4396	BLANKET PO: Food and Supplies	717.21	
			13-4710	BLANKET PO: Food and Supplies	8,203.01	8,920.22
3000155829	12/09/2021	T-MOBILE	01-5921	STUDENT HOTSPOTS		16,920.00
3000155830	12/09/2021	Tegarden, Megan L	01-4374	CUSTODIAL SUPPL		38.75
3000155831	12/09/2021	THRIFTY SUPPLY CO	01-4381	OPEN PO FOR MAINT. SUPPLIES		587.36
3000155832	12/09/2021	Turpin, Russell D	01-4310	MATH SUPPLIES		483.29
3000155833	12/09/2021	UNITED RENTALS	01-5623	FORKLIFT RENTAL FOR WAREHOUSE		587.77
3000155834	12/09/2021	Waters, Shelesia E	01-5201	MILEAGE		15.28
3000155835	12/09/2021	WEST COAST PAPER CO.	01-9320	VFS: Restock		179.61
3000155836	12/09/2021	Wolven, Jodi R	01-8699	REPL CK #125452 3-15-21		42.71
3000155837	12/09/2021	WONG, STACEY	01-8699	REPL CK #109344 9-9-20		19.18
3000156157	12/13/2021	CALIF. DEPT. OF TAX & FEE ADMI	01-5881	Q3 2021 PENALTY	29.38	
			01-9561	Q3 2021 SALES TX	9.00	
			01-9580	Q3 2021	228.00	
			13-5884	Q3 2021 SALES/USE TAX	20.00	286.38
3000156158	12/13/2021	DAN'S AUTO ELECTRIC INC.	01-4362	Electrical work on vehicles	1,114.84	
			01-5633	Electrical work on vehicles	1,543.80	2,658.64
3000156159	12/13/2021	EUREKA NAPA AUTO	01-4362	TRANSP SUPPL		278.82

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3000156160	12/13/2021	Lockard, Keri	01-4310	HOMELESS SUPP		147.33
3000156161	12/13/2021	Mitchell, Ruth E	01-4310	LIBRARY BKS REIMB		113.16
3000156162	12/13/2021	SCHOLASTIC BOOK FAIRS 10	95-4310	ZANE BOOK FAIR		3,204.61
3000156163	12/13/2021	SCHOOL AND COLLEGE LEGAL SERV.	01-5210	10-19-21 WORKSHOP		30.00
3000156164	12/13/2021	Shamp, Kyle J	01-5210	CERTIF WELDING TRVL		120.00
3000156165	12/13/2021	U.S. BANK CORPORATE PMT	01-4310	REPL CK #3000154480	732.64	
				REPL CK #3000155478	130.97	
				REPL CK. #3000155479	421.20	1,284.81
3000156166	12/13/2021	Woodward, Pamela A	01-4310	Office Supplies		85.27
3000156401	12/16/2021	ACCURATE DRUG TESTING SERVICES	01-5864	OPEN PO:DOT driver's physical examination		90.00
3000156402	12/16/2021	Allen, Katherine D	01-5201	MILEAGE		18.76
3000156403	12/16/2021	Amazon Capital Services	01-4310	Bags to deliver paychecks to sites	57.75	
				EHS PERKINS - ORDER	4,276.00	
				october Amazon order	549.81	4,883.56
3000156404	12/16/2021	Anderson, Erin	01-4310	PBIS SUPPLIES		56.62
3000156405	12/16/2021	ANIXTER INC	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		104.35
3000156406	12/16/2021	Behrens, Edith L	01-5201	MILEAGE		21.50
3000156407	12/16/2021	Berti, Jessica L	01-5201	MILEAGE		14.50
3000156408	12/16/2021	BICOASTAL MEDIA	01-5831	ADVERTISING		200.00
3000156409	12/16/2021	Brakeman, Rachel A	95-4310	CLASS SUPPLIES		53.62
3000156410	12/16/2021	BRAVO, JENNIFER	01-5800	OPEN PO FOR INTERPRETING SERVICES		392.14
3000156411	12/16/2021	Brownfield, Quincy C	01-4310	STU AWARDS		24.00
3000156412	12/16/2021	BSN SPORTS	01-4310	EHS ESSER PAY INVOICE & SEND VENDOR PO		3,668.90
3000156413	12/16/2021	Buchner, Roseann	01-4310	PLC SUPPLIES		128.86
3000156414	12/16/2021	CALIF. DEPT. OF TAX & FEE ADMI	01-5884	Q3 2021 FUEL TAX		230.88
3000156415	12/16/2021	CAMPTON ELECTRIC	01-4381	BLANKET PO - MAINT. SUPPLIES		38.28
3000156416	12/16/2021	CDE	13-4710	BLANKET PO: Commodity Food purchases		1,045.95
3000156417	12/16/2021	Chase, Amy M	01-4310	STUDENT AWARDS		27.50
3000156418	12/16/2021	Chase, Laura L	13-5201	MILEAGE		24.58
3000156419	12/16/2021	CLENDENEN'S	13-4710	Local Apple Supplier		1,140.00
3000156420	12/16/2021	Conn, James H	01-5861	FINGERPRINTING		25.00
3000156421	12/16/2021	Cox, Christopher M	01-5201	MILEAGE AUG-NOV 2021		266.43
3000156422	12/16/2021	Cruz, Sarah L	01-4310	PBIS SUPPLIES		122.30
3000156423	12/16/2021	CRYSTAL CREAMERY	13-4710	BLANKET PO: Dairy purchases		9,973.98
3000156424	12/16/2021	CRYSTAL SPRINGS BOTTLED WATER	01-5800	OPEN PO - CRYSTAL SPRINGS WATER		272.00

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3000156425	12/16/2021	Davis, Wendy K	01-5201	MILEAGE		32.48
3000156426	12/16/2021	Deandreis, Mary	01-4310	COVID STU MUSIC SUPP	139.76	
			01-5201	MILEAGE AUG-NOV 2021	242.86	382.62
3000156427	12/16/2021	DOJ OFFICE OF THE ATTORNEY GENERAL	01-5861	Open PO for Volunteer Fingerprinting		880.00
3000156428	12/16/2021	Dutra, Laurie J	13-5201	MILEAGE		72.12
3000156429	12/16/2021	EEL RIVER SCRAP & SALVAGE	01-5628	BLANKET PO FOR SCRAP METAL REMOVAL		217.50
3000156430	12/16/2021	EUREKA ACE HARDWARE	01-4310	BLANKET PO AG	482.87	
			01-4374	Open PO for Shafer's Hardware	4.82-	
			01-4381	MAINT. OPEN PO FOR SUPPLIES	10.76	488.81
3000156431	12/16/2021	EUREKA NAPA AUTO	01-4362	supplies and parts for vehicles		65.40
3000156432	12/16/2021	EUREKA OXYGEN	01-5623	Open PO for tank rentals		66.82
3000156433	12/16/2021	EUREKA RUBBER STAMP CO	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		64.12
3000156434	12/16/2021	FASTENAL COMPANY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		95.65
3000156435	12/16/2021	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		918.04
3000156436	12/16/2021	GOLD STAR FOODS	13-4710	BLANKET PO - Food purchases		5,249.45
3000156437	12/16/2021	GOSSELIN AND SONS	01-4366	OPEN PO: replacement and repair of tires		236.73
3000156438	12/16/2021	Hammons, Trevor	01-4310	PBIS SUPPLIES		218.52
3000156439	12/16/2021	HangSafe Hooks	01-4310	ORDER: Hang Safe hook	1,469.64	
				Unpaid Tax	124.43-	1,345.21
3000156440	12/16/2021	Humboldt No. 1 Fire Protection District	01-5800	INVOICE - Assessment Fees		300.00
3000156441	12/16/2021	HUMBOLDT WASTE MANAGEMENT AUTH	01-5511	OPEN PO for Waste Disposal	5,704.70	
			01-5560	Green Waste Disposal	11.70	
			01-5800	Open PO for electronic waste disposal	218.63	5,935.03
3000156442	12/16/2021	Hunnicutt, Laura	01-4310	CLASS SUPPLIES		199.83
3000156443	12/16/2021	INTERSTATE BATTERY SYSTEM	01-4362	replacement batteries for vehicles		432.13
3000156444	12/16/2021	Ivanov, Lucee B	01-4310	STUDENT AWARDS		16.07
3000156445	12/16/2021	Johnston, Jennifer J	01-4391	CULINARY SUPPLIES		79.82
3000156446	12/16/2021	JW PEPPER PHILADELPHIA	01-4310	EHS SUP/CON - INVOICE		80.00
3000156447	12/16/2021	Kasper, Jeffrey D	01-5861	FINGERPRINTING		25.00
3000156448	12/16/2021	KEENAN SUPPLY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		421.84
3000156449	12/16/2021	Khounsinvong, Chellyn N	13-5201	MILEAGE		4.48
3000156450	12/16/2021	Macias, Diana J	01-5201	MILEAGE		1.12

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3000156451	12/16/2021	Mann, Becki R	13-5201	MILEAGE		22.73
3000156452	12/16/2021	MCGRAW HILL	01-4310	NC OR ORDER: SPANISH EVERYDAY MATH AB		165.54
3000156453	12/16/2021	Melanie McGavour	13-8699	REFUND LUNCH \$ ON ACCOUNT		109.00
3000156454	12/16/2021	MENDES SUPPLY	01-9320	VFS Restock	6,453.86	
			13-4396	ALREADY ORDERED: Paper Lunch trays	2,293.92	8,747.78
3000156455	12/16/2021	MISSION LINEN	12-5800	Open PO for Mission Linen biweekly rug service		17.11
3000156456	12/16/2021	Moak, Ashlee A	01-5201	MILEAGE		30.24
3000156457	12/16/2021	PACIFIC PAPER	01-4391	BPO FOR OFFICE SUPPLIES NOT IN WAREHOUSE		44.61
3000156458	12/16/2021	PARADIGM HEALTH CARE SERVICES	01-5800	OPEN PO FOR LEA BILLING		11.42
3000156459	12/16/2021	Pelren, Harmony	01-5201	MILEAGE		119.56
3000156460	12/16/2021	PIERSON BLDG CENTER	01-4374	BLANKET PO CUSTODIAL	204.68	
			01-4381	Blanket PO for supplies and materials	607.88	812.56
3000156461	12/16/2021	PIONEER HEALTHCARE SVCS	01-5800	OPEN PO for SLP contracted services		6,840.00
3000156462	12/16/2021	PRESENCE LEARNING INC	01-5800	OPEN PO for Speech Services		21,478.60
3000156463	12/16/2021	PRO PACIFIC FRESH	13-4710	BLANKET PO: Food purchases		5,842.92
3000156464	12/16/2021	Ralston, Kevin R	13-5201	MILEAGE		9.97
3000156465	12/16/2021	RAY MORGAN CO.	01-4310	EHS INVOICE - PAY	180.00	
			01-5637	BUS SVCS COPIER AGR	142.34	
				CORP SECRETARY COPIER MAINT	17.53	
				EHS COPIER MAINT	74.47	
				OPEN PO - WASH - COPIER MAINT	299.07	713.41
3000156466	12/16/2021	Schlesiger, Heidi	01-4310	CLASS SUPPLIES		16.58
3000156467	12/16/2021	Sells, Jessica L	01-5201	COVID TESTS TO HCOE		24.75
3000156468	12/16/2021	Severn, Karen E	01-5201	MILEAGE		26.48
3000156469	12/16/2021	Shelton, Phuong N	01-5861	FINGERPRINTING		25.00
3000156470	12/16/2021	Smith, Alicia E	01-4310	CLASS SUPPLIES		247.64
3000156471	12/16/2021	Swan, Kimberly A	95-4310	OFFICE SUPPL		53.64
3000156472	12/16/2021	Torres, Ben Joaquin	13-5201	MILEAGE		12.54
3000156473	12/16/2021	U.S. BANK EQUIPMENT	01-5623	EHS COPIER / FAX ACCESS	1,640.54	
				ehs copier overages	288.31	
			01-5881	ehs copier late fee	149.17	2,078.02
3000156474	12/16/2021	Vickers, Haley A	13-5201	MILEAGE		27.55
3000156475	12/16/2021	Ziegler, Paul A	01-5210	SHASTA WORKSHOP TRAVEL		171.36
3000156476	12/16/2021	Zystro, Lisa M	01-5201	MILEAGE		45.19

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3000156834	12/20/2021	A-Z BUS SALES INC.	01-4362	OPEN PO: Blue Bird school bus replacement parts		178.58
3000156835	12/20/2021	Albee, Bradley J	01-4310	CUPS FOR WATER		5.68
3000156836	12/20/2021	ANIXTER INC	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		1,610.74
3000156837	12/20/2021	BRAVO, JENNIFER	01-5800	OPEN PO FOR INTERPRETING SERVICES		82.50
3000156838	12/20/2021	CALIFORNIA HEATING	01-4381	PROPOSAL: GUTTER REPLACEMENT FOR LAF/GRANT		4,851.00
3000156839	12/20/2021	CAMPTON ELECTRIC	01-4381	BLANKET PO FOR MATERIALS		77.25
3000156840	12/20/2021	Choi, Tenille J	01-5861	fingerprinting		25.00
3000156841	12/20/2021	CLENDENEN'S	13-4710	Local Apple Supplier		1,140.00
3000156842	12/20/2021	Cox, Ashlynn R	95-4310	CLASS SUPPLIES		88.09
3000156843	12/20/2021	Dean-Mervinsky, Jennifer M	01-4310	social studies office supplies		11.94
3000156844	12/20/2021	EARTHLY EDIBLES	13-4710	OPEN PO: Local Fruits & Vegetables		275.00
3000156845	12/20/2021	EATON CORPORATION	01-5637	Tech Center Eaton Battery Maint 2021-2022		5,548.00
3000156846	12/20/2021	ECOLAB	01-5800	ZOE - CULINARY ECO LAB SVC		237.55
3000156847	12/20/2021	ENTERPRISE RENT-A-CAR ATTN: ACCTS RECEIVABLE	01-5618	OPEN PO ATHLETICS TRAVEL	1,936.08	
			01-5720	BPO: RENTALS FOR T JAMES CASBO TRAINING.	341.72	2,277.80
3000156848	12/20/2021	EUREKA GLASS CO.	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		253.43
3000156849	12/20/2021	FASTENAL COMPANY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		34.36
3000156850	12/20/2021	FOLLETT EDUCATIONAL SERVICES	01-4341	Follett Resource Manager and Support		19,090.96
3000156851	12/20/2021	HOLT OF CALIFORNIA	01-5635	BLANKET PO FOR REPAIRS AND SUPPLIES		589.50
3000156852	12/20/2021	HUNTER COMMUNICATIONS	01-5800	OPEN PO - FIBER PROJ - EHS STADIUM		4,617.45
3000156853	12/20/2021	LINCOLN ELECTRIC	01-4310	BLANKET PO AG		996.18
3000156854	12/20/2021	REMI VISTA INC	01-5852	OPEN PO for Remi Vista		3,700.00
3000156855	12/20/2021	S & L FOOD SALES CO.	13-4396	BLANKET PO: Food and Supplies	1,705.38	
			13-4710	BLANKET PO: Food and Supplies	2,900.10	4,605.48
3000156856	12/20/2021	SCHMIDBAUER LUMBER CO	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		462.20
3000156857	12/20/2021	SCHOOL AND COLLEGE LEGAL SERV.	01-5207	OPEN PO for training registration		90.00
3000156858	12/20/2021	SCHOOL SPECIALTY LLC	01-4310	Furniture for new Kindergarten classroom		522.50
3000156859	12/20/2021	SHAFER'S HARDWARE	01-4310	Open PO for Shafer's Hardware	65.54	
			01-4374	Blanket PO for Custodial Supplies	134.32	
			01-4381	MAINT. OPEN PO FOR SUPPLIES	30.50	230.36

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000156860	12/20/2021	SHN CONSULTING ENGINEERS	23-6271	INVOICE: Engineering Fees		21,213.29
3000156861	12/20/2021	SHRED AWARE LLC	01-5800	INVOICE; Open PO: Contracted Services		148.00
3000156862	12/20/2021	SLAKEY BROTHERS	01-4381	OPEN PO FOR MAINT SUPPL		1,061.45
3000156863	12/20/2021	SPURR	01-5511	Open PO Spurr All Sites	17,715.99	
			12-5511	Open PO Spurr All Sites	151.94	17,867.93
3000156864	12/20/2021	Steeves, Robert L	01-4374	CUSTODIAL SUPPLIES		75.39
3000156865	12/20/2021	SUN VALLEY FLORAL GROUP	01-4310	BLANKET PO AG		539.83
3000156866	12/20/2021	SYSCO	13-4396	BLANKET PO: Food and Supplies	169.39	
			13-4710	BLANKET PO: Food and Supplies	4,518.88	4,688.27
3000156867	12/20/2021	TUNHEIM, RICHARD D/B/A	01-5800	EMERGENCY CONNECTIVITY FUNDING		7,100.00
3000156868	12/20/2021	WEST COAST PAPER CO.	01-9320	PAPER PO22-00419		57.25
3000156869	12/20/2021	ZEE MEDICAL SERVICE	01-4381	MAINT SUPPLIES	525.66	
			13-4396	INVOICE: replensh 1st aide box @ Central Kitchen	374.95	900.61
3100616388	12/10/2021	Gary Ciraulo	Cancelled			198.46 *
		Cancelled on 12/22/2021, Cancel Register # PM211228				
Total Number of Checks					277	<u><u>1,663,581.46</u></u>

	Count	Amount
Cancel	1	198.46
Net Issue		<u>1,663,383.00</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	230	1,408,832.35
11	ADULT EDUCATION FUND	3	590.90
12	CHILD DEVELOPMENT FUND	10	2,962.88
13	CAFETERIA FUND	37	91,802.57
23	EUREKA CITY SCHOOLS ME/	4	57,667.79
40	CAPITAL OUTLAY FUND	1	95,964.00
95	STUDENT BODY FUND	6	5,826.93
Total Number of Checks		276	1,663,647.42
Less Unpaid Tax Liability			264.42
Net (Check Amount)			<u><u>1,663,383.00</u></u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 17 of 17

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of 2022 California Uniform Public Construction Cost Accounting Act (CUPCCAA) Qualified Bidders for Projects under \$200,000

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the list of 2022 California Uniform Public Construction Cost Accounting Act (CUPCCAA) qualified bidders for projects under \$200,000.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Under the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), districts may elect to use an alternative procedure for awarding contracts for certain public works and maintenance projects. Projects of \$60,000 or less may be performed by the district's own work force, projects of \$200,000 or less may use a more informal bidding procedure, and projects over \$200,000 require formal bidding procedures. Projects awarded through the UPCCAA are subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. As part of the CUPCCAA process, Public Contract Code section 22034(a) requires that the District maintain a list of pre-qualified contractors who request to be considered for specified categories of work and are licensed and otherwise legally qualified to perform such work. When performing a project under CUPCCAA, the District will send notification to all contractors on the approved list for that category of work.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 12: NEW AND MODERNIZED FACILITIES

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Governing Board passed a resolution at the December 14, 2017, meeting electing to use the CUPCCAA for applicable district public works and maintenance projects. The Board also approved a Board Policy and an Administrative Regulation

update covering CUPCCAA and related accounting procedures at the December 2017 meeting.

HOW MUCH*(list the revenue amount \$ and/or the expense amount \$)*

Amount unknown, though it is anticipated the District would realize cost savings on those projects performed by its own work force. There would also be less cost associated with the informal bidding process for projects that fall within the \$60,000 to \$200,000 range.

WHO*(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- 2022 Qualified Bidders List

2022 CUPCCAA Qualified Bidders for Projects under \$200,000

<u>COMPANY</u>	<u>WORK (INTEREST)</u>	<u>WORK (LICENSE CLASS)</u>	<u>WORK (LICENSE #)</u>
<i>Above Board Construction & Roofing</i>	Roofing, Solar Installation, Backup Batteries, Generators, New Construction, Design Services	Class B, C39, C10	792707
<i>Adams Commercial General Contracting, Inc. (ACGC)</i>	Concrete, Doors, Drywall, Finish carpentry, Framing, General Building, Paint, Siding, Tile, Windows	Class B	875823
<i>Advanced Security</i>	Security Alarms, Fire Alarms, Access Control Systems	C7, C10	527700
<i>AFP Sprinkler, Inc.</i>	Installing Fire Sprinklers	C16	1014013
<i>Alves, Inc.</i>	Roofing, Concrete, Paving, Gutters	Class A, B, C39, C61/D24	739085
<i>American Plumbing Systems, Inc.</i>	Plumbing, Hydronics, Boilers, Steam	Class B, C4, C36	990571
<i>American Sports Construction, Inc.</i>	Synthetic Turf Installation, Playground Shade Structure Installation	C61, D12	1052370
<i>Ark Design Construction and Roofing, Inc.</i>	Roofing and Construction	Class A, B, C39, C43	632117
<i>Automated Electric Corp.</i>	Automated Control Systems for HVAC and Lighting	C10, C20	981065
<i>Avidex Industries, LLC</i>	Low Voltage/Electrical, Specializing in Audio Visual	C7, C10	981651
<i>Best Contracting Services, Inc.</i>	Roofing, Waterproofing, Sheet Metal, Wall Panels, Glazing	Class A, B, C17, C39, C43	456263
<i>Bob White Electric, LLC</i>	Commercial, Industrial, Solar Installs and Remodels; Retrofitting	C10	1074651

<i>Bowen Engineering and Environmental</i>	Demolition (Building, Site, and Selective), Asbestos and Lead Abatement, Underground Storage Tank Removal, Concrete Cutting and Coring, Hazardous Waste Removal, Land Clearing, Scrap and Salvage, Soil Remediation	Class A, B, C10, C21, C22, C39, ASB, HAZ, C33, C61/D38	816496
<i>Caledonia Plumbing</i>	Plumbing	C36	802567
<i>California Heating</i>	HVAC & Sheet Metal	C20, C43	703224
<i>Colburn Electric, Inc.</i>	Electric	C10	750471
<i>Color New Co.</i>	Painting and Minor Repairs regarding the Paint Project	Class B, C33	818650
<i>Communications Cabling Systems, Inc.</i>	Low Voltage Systems including: Copper & Fiber Optic Cable Installation, Data Center Buildout, Cabinet & Raceways, Cellular Antenna Cabling, PA Systems, Wireless Access Points, Audio & Visual, Coax	C7	942337
<i>CWS Construction Group, Inc.</i>	General Contracting	Class A, B	811153
<i>Design Air Heating & Sheet Metal</i>	HVAC/ Sheet Metal	C20, C38, C43	952521
<i>Dinsmore Construction Co.</i>	General Building Construction, Remodeling	Class B	539046
<i>G & G Builders, Inc.</i>	General Contracting	Class A, B	750759

<i>Ginno Construction, Inc.</i>	General Building	Class A, B	921238
<i>Harbert Roofing, Inc.</i>	Roofing, Metal Fabrication, Gutters, Downspouts, metal siding, waterproofing, Pedestrian Coating	Class B, C39, C61/D24, C61/D41	696974
<i>Hooven & Co.</i>	All Class A: Paving, Sealing, Striping, Utilites, Drainage, Erosion Control	Class A	663866
<i>Kernen Construction</i>	Grading, Asphalt Paving, Concrete, Utilities	Class A, B, C8, C12	504091
<i>Lamb Unlimited General Engineering</i>	Utilities, Earthwork, Paving, Concrete, Asphalt Maintenance, Striping	Class A	1052556
<i>Lathrop Construction Associates, Inc.</i>	General Contracting, Carpentry, Concrete Foundations, and Specialties	Class A, B	415981
<i>Maples Plumbing & Heating, Inc.</i>	Plumbing, Heating, Fire Protection, Boilers	Class A, C4, C16, C20, C36	747665
<i>MBS Engineering, Inc.</i>	Seismic Value, Gas Regulator, Gas Meter Installations, Gas Leak Survey/Emergency Repair/Utility Gas Pipe Installation/ Underground Construction, Trenching	Class A, C36	990872
<i>New Life Service Co.</i>	Water/Fire/Mold Cleanup and Mitigation, Asbestos Abatement, General Construction	Class B, C22, ASB, C33	437846
<i>O&M Industries</i>	Structural Steel, Metal Fabrication, HVAC, Duct Work, Commercial & Industrial Machinery Installation, Repair, & Maintenance	Class A, B, C10, C20, C36, C43, C51, C21, HAZ	284930
<i>Owsley Electric</i>	Electrical	C10	1015912

PCD	Audio Visual Systems, Sound Masking Systems, Public Address Systems, Clock/Bell Systems, Assistive Living Systems	C7, C10	527657
Pierson Company	General Building, General Engineering, Concrete, Framing, and Rough Carpentry	Class A, B, C5, C8	265024
Quality Sound	Low Voltage Systems, Electrical	C7, C10	496881
Roebbelen Contracting, Inc.	General Contractor, Concrete, Fencing, Rough Carpentry, Misc. Metals	Class A, B, C8, C13	734124
Sequoia Specialties, Inc. dba Sequoia Construction Specialties	General Contracting, Concrete, Framing	Class A, B, C61/D06, HAZ	624264
SnL Group, Inc.	General Contracting, Concrete, Underground Utilities, Storm Drain, Earth Work, Full Site Work	Class A, B	987763
Todd Lee Shelton dba Tec- Com	Low Voltage Data & Voice, Copper & Fiber, CATV, CCTV, AV, IP Camera Systems	C7	769824
Wahlund Construction, Inc.	General Construction, Underground Infrastructure (directional drilling, storm drains, water, sewer pipelines), Asbestos Removal, Paving, Grading, Concrete Flatwork, HAZMAT	Class A, B, C10, C22, Asbestos, HAZMAT	678993
White Electric	Electrical	C10	291436
World Telecom & Surveillance, Inc.	Low Voltage Integration, Fiber Optical, Data, Voice, CCTV Systems, Access Control Systems, A/V Systems, Intrusion Systems	C7	793485

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of the 2021-2022 Tobacco-Use Prevention Education Grant Award Notification

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to receive the 2021-2022 Grant Award Notification (GAN) for the Tier II Tobacco-Use Prevention Education (TUPE) grant that will be used to serve students in grades six through twelve.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This grant provides funding for Tobacco and Vaping prevention programs for grades 6 - 12.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 4: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

HISTORY *(list previous staff or board action(s) with dates if possible)*

Annual grant.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Awarded Amount: \$52,472.77

Budget Period: 07/01/2021 - 06/30/2022

WHO *(list the name of the contact person(s), job title, and site location)*

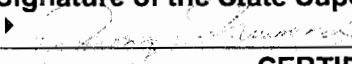
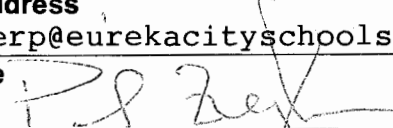
Paul Zielger, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

▣ GAN

Grant Award Notification

GRANTEE NAME AND ADDRESS Dr. Fred Van Vleck, Ed.D., Superintendent Eureka City Schools 2100 J Street Eureka, CA 95501				CDE GRANT NUMBER			
FY		PCA	Vendor Number	Suffix			
2021		23297	75515	07			
Attention Sheri Jensen, Coach				STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY	
Program Office District Climate				Resource Code	Revenue Object Code	12	
Telephone 707-441-2400				6690	8590	INDEX	
Name of Grant Program Tobacco-Use Prevention Education for Grades Six through Twelve, Tier 2						0590	
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$52,472.77		\$52,472.77		07/01/2021	06/30/2022	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
I am pleased to inform you that you have been funded for the fiscal year 2021–22 Tobacco-Use Prevention Education for Grades Six through Twelve, Tier 2 Grant.							
This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.							
Please return the original, signed Grant Award Notification (AO-400) within 10 days of receipt to:							
Teresha Chan-Walters, Associate Governmental Program Analyst Equity Branch Tobacco-Use Prevention Office California Department of Education 1430 N Street, Suite 6408 Sacramento, CA 95814-5901							
California Department of Education Contact Teresha Chan-Walters				Job Title Associate Governmental Program Analyst			
E-mail Address tchanwalters@cde.ca.gov					Telephone 916-319-0195		
Signature of the State Superintendent of Public Instruction or Designee 					Date December 8, 2021		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.							
Printed Name of Authorized Agent Paul Ziegler				Title Assistant Superintendent			
E-mail Address zieglersp@eurekacityschools.org					Telephone 707-441-2413		
Signature 					Date 12-13-2021		

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval and Receipt of Grant Award Notice: American Rescue Plan - Homeless Children and Youth

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to accept the grant notice of award for the American Rescue Plan - Homeless Children and Youth.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The America Rescue Plan Act required the U.S. Department of Education to reserve funds to support efforts to identify homeless children and youth and to provide such youth with comprehensive, wrap-around services that address needs arising from the COVID-19 pandemic and allows them to attend school and participate fully in all school activities. These funds may be used in accordance with all allowable uses under the McKinney-Vento Education for Homeless Children and Youth.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 4: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The grant award is \$27,691.30

Award date: 7/1/2021 - 9/30/2024

WHO *(list the name of the contact person(s), job title, and site location)*


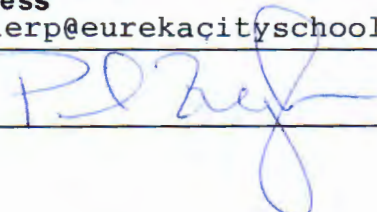
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ GAN Amendment

Grant Award Notification

GRANTEE NAME AND ADDRESS Eureka City Schools 2100 J Street Eureka, CA 95501				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				20	14332	75515	00
Attention Fred Van Vleck, Superintendent				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Eureka City Schools				Resource Code	Revenue Object Code		12
Telephone 707-441-2414				5630		8290	INDEX
Name of Grant Program Education for Homeless Children and Youth							0510
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$74,250	\$6,750	\$81,000	1	7/1/2020	9/30/21	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
84.196A	S196A200005	Education for Homeless Children and Youth			U.S. Department of Education		
<p>This is to inform you that the award for the Education for Homeless Children and Youth Program has been amended to reflect an increase.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please email this original, signed Grant Award Notification (AO-400) and a 2020-21 Budget Change Request form to:</p> <p style="text-align: center;">Shoshannah Fuentes, sfuentes@cde.ca.gov</p>							
California Department of Education Contact Shoshannah Fuentes				Job Title Associate Governmental Program Analyst			
E-mail Address sfuentes@cde.ca.gov					Telephone 916-319-0384		
Signature of the State Superintendent of Public Instruction or Designee 					Date 1/22/21		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
<i>On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.</i>							
Printed Name of Authorized Agent Paul Ziegler				Title Assistant Superintendent			
E-mail Address zieglerp@eureka-cityschools.org					Telephone 707-441-2413		
Signature 					Date 1-26-2021		

Grant Award Notification (Continued)

1. The Education for Homeless Children and Youth (EHCY) Program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11431 et seq.). The intent of this funding is to implement some of the new provisions within the Every Student Succeeds Act (ESSA) as it relates to the EHCY Program, as well as for countywide activities, such as professional development and technical assistance to all local homeless liaisons that are required to identify and meet the needs of homeless children and youth. The grantee is **required** to attend the annual Coordinator's Meeting. Failure to attend may result in a billing for the entire amount of grant funds advanced. The grantee must expend these funds by September 30, 2021. Carryover of EHCY funds is not allowed.

2. The grantee **must** submit five quarterly expenditure reports. Reporting period and due dates are:

Reporting Period

(Q1) July 1, 2020, through September 30, 2020
(Q2) October 1, 2020, through December 31, 2020
(Q3) January 1, 2021, through March 31, 2021
(Q4) April 1, 2021, through June 30, 2021
(Q5) July 1, 2021, through September 30, 2021 (Close-Out)

Due Date:

October 31, 2020
January 31, 2021
April 30, 2021
July 31, 2021
October 31, 2021

Failure to submit the required reports by the due dates will result in a billing for the entire amount of funds advanced. If the grantee is charging indirect, it must be reflected on each quarterly report. The grantee cannot wait until the close of the grant to charge indirect for the entire grant period. The calculation of the subtotal times the indirect must be to-the-penny. No rounding is allowed. **All** fiscal forms will be emailed to the grantees.

3. Budget changes that are more than 10 percent of the grant amount require advance approval from the California Department of Education (CDE). If the grantee wishes to change an approved budget, a 2020-21 Budget Change Request (BCR) must be submitted. All BCRs must be submitted **before** August 31, 2021. Please email **all** fiscal forms to Shoshannah Fuentes, at the email address shown on the front of this Grant Award Notification (AO-400).
4. The CDE will disburse funds to the grantee in four payments. The initial payment of 30 percent will be disbursed after receipt of all signed AO-400s and Budget Requests. The second payment of 30 percent will be disbursed after receipt of the second quarterly expenditure report, due January 31, 2021, if the grantee shows they have spent 65 percent or more of the first payment. The third payment of 30 percent will be disbursed after receipt of the third quarterly expenditure report, if the grantee shows they have spent 65 percent of funds advanced thus far. The final payment of up to 10 percent will be disbursed after the grantee has submitted the close-out expenditure report, due October 31, 2021.
5. The grantee must comply with the requirements that pertain to sub-grantees in Title 34 of the *Code of Federal Regulations (CFR)* Part 80. Cash disbursements of federal funds must be limited to the actual immediate cash requirements of the grantee. In addition, 34 *CFR* Section 80.21 requires the grantee to promptly, but at least quarterly, remit to the federal agency any interest greater than \$100 per year earned on payments. When reporting and remitting federal interest to the CDE, a grantee should specify their Data Universal Numbering system number, the time period associated with the interest earned, and the federal program resource code. Please send interest on federal cash balances to the CDE at the following address:

California Department of Education
Attention: Cashier's Office
P.O. Box 515006
Sacramento, CA 95851

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of the Quarterly Report to the Governing Board as Mandated by the State, In Regards to the Williams Lawsuit

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to receive this fourth quarter report for 2021. There have been no Williams case-related complaints in the months of October, November, or December 2021.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Williams lawsuit has resulted in several mandates for California school districts. A quarterly report to the Governing Board regarding complaints and complaint resolution is one of the requirements. Please see attached fourth quarter report for 2021

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 11: CLEAN AND ATTRACTIVE FACILITIES

1, 2, and 11

HISTORY *(list previous staff or board action(s) with dates if possible)*

Quarterly report to the Governing Board

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

No financial impact to the District.

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

▢ Williams Q4



Eureka City Schools

2100 J Street, Eureka, CA 95501 (707) 441-3363

Quarterly Report on Williams Uniform Complaints (Education Code §35186)

Quarterly Reporting Period (please check one)

- ☐ 1st Quarter 2021 January 1 through March 31, 2021
☐ 2nd Quarter 2021 April 1 through June 30, 2021
☐ 3rd Quarter 2021 July 1 through September 30, 2021
☒ 4th Quarter 2021 October 1 through December 31, 2021

PLEASE CHECK THE BOX THAT APPLIES:

☒ **No complaints were filed** with any school in the district during the quarter indicated above.

☐ **Yes**, complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Fred Van Vleck

(Print Name of District Superintendent)

(Signature of District Superintendent)

Please return hard copy to:
Chandler Wilson, School Support
Humboldt County Office of Education
cwilson@hcoe.org

by: Quarter 1 due: 04/15/2021
Quarter 2 due: 07/15/2021
Quarter 3 due: 10/15/2021
Quarter 4 due: 01/15/2022

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of the School Accountability Report Card (SARC)

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the 2021-2022 School Accountability Report Card (SARC) using data from the 2020-2021 school year.

Unfortunately, CDE has yet to provide SARC data files, however, they are keeping a close eye on their data releases and will make sure that the data is imported as soon as it is available. As such, the attached SARCs are missing this information.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Governing Board is asked to annually approve the SARC for each elementary and secondary school.

STRATEGIC PLAN/PRIORITY AREA:

All areas of the strategic plan.

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is approved annually. The 2020-2021 SARCs were last approved February 4, 2021.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- ▣ Alice Birney SARC

- ▣ Grant SARC
- ▣ Lafayette SARC
- ▣ Washington SARC
- ▣ Winship SARC
- ▣ Zane SARC
- ▣ Zoe SARC

Alice Birney Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Alice Birney Elementary School
Street	717 South Avenue
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 441-2495
Principal	Kristin Sobilo
Email Address	sobilok@eurekacityschools.org
School Website	
County-District-School (CDS) Code	12-75515-6007751

2021-22 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	www.eurekacityschools.org

2021-22 School Overview

Mission Statement

Alice Birney Elementary is committed to preparing every student with the skills, knowledge, and problem solving techniques needed to become successful participants globally by involving them in an innovative, challenging, and personalized education. Our focus is providing an inclusive education where all students succeed.

School Profile

Alice Birney School serves 400 students in grades Transitional-Kindergarten through 5th. We have a proud tradition of academic achievement, responsible citizenship and community outreach. We believe that all students can learn and we promote high standards of learning for all students. Our safe and supportive learning environment enhances student achievement, develops personal responsibility, and practices respect for all. We celebrate diversity, which is natural to our school family, and utilize school-wide projects to benefit and partner with the greater community. In addition to an active PTA, we have many regular parent and community volunteers on our campus. Parents and community friends assist at learning centers in the classrooms, provide expertise for the school's instructional garden, participate in enrichment activities, lead a bike club, and provide transportation for student field trips and student activities. Alice Birney has dynamic partnerships with a variety of businesses and service organizations in the Eureka area who give their support for our children in a variety of ways, truly extending learning beyond the walls of the classroom. We believe in and practice the reciprocity of a genuine partnership through a variety of projects: Costco readers, Coastal Knowledge project, Dance Initiative

Major Achievements

Alice Birney has earned the reputation as a high-expectations school, recently being awarded the California Gold Ribbon Award (2016) and has twice been named a California Distinguished School (1995 and 2002). All staff members including our teachers, CARE (Comprehensive Approach to Responsive Environments) specialist, monitors, secretaries, custodians, librarian, aides, Literacy and EL technicians, advocates, and the principal take responsibility for the educational progress and the emotional well-being of all students. Our dedicated staff and system-wide supports ensure that our students continue to score well on Standardized testing in spite of social, economic and personal barriers and our P.B.I.S.(Positive Behavior Interventions and Supports) Program promotes a positive and safe school climate.

Focus for Improvement

As life-long learners we at Alice Birney embrace opportunities for improvement. Our teachers regularly participate in school-

2021-22 School Overview

wide, grade level and District collaborations where they share best practices and learn current, research-based instructional strategies for increased student achievement. Math and Language Arts instruction are areas of focus in addition to strategies to better serve English Language Learners. In addition, we employ many highly-trained teachers and technicians to serve our students who are learning English and those needing extra assistance in reading. With collaborative input from district-wide staff, we have identified cultural responsiveness, implementing our new ELA adoption specifically guided reading, and strengthening our school community as our staff objectives this year. This year we will build the libraries of our 3-5th grade classrooms with FPC class librarians. These libraries correspond to the highly engaging, culturally responsive literature within our 8 Core principles. In order to connect students to our school during COVID times, we are investing time and funds into a school-wide garden project. A garden consultant will work with a small group of teachers to pilot a garden lesson plan. Our staff is continuously looking for ways to provide quality, responsive, relevant, and meaningful educational opportunities for all students. Deepening our work around inclusive practices is the focus for this year.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Eureka City Unified held a Public Hearing on September 15, 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District Office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3 Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2019 4-5: Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017 SDC: McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
Science	K-5: Foss Science Kits Delta Education, Full Option Science-Standards Aligned Adopted in 2007	Yes	0
History-Social Science	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Alice Birney School opened in September 1953 and was modernized in the summer of 2005. The modernization met all ADA compliant issues at that time and included some new bathrooms, walkways, lighting, plumbing, and electrical and data lines. At over 400 students, increased stress has been placed on many older facilities, including bathrooms, walkways and rooms that are used for multiple functions from 8 a.m. until 6 p.m. on a daily basis. We "lost" a multi-use building two years ago due to aging and an additional building last year. The upper playground surface is considerably cracked and weathered. Bathrooms at the east side of campus have multiple "issues" but are still functional. Staff, students and parents have supported District efforts and made improvements re-painting the U.S.A. map, rehabilitating the school's instructional garden and paid for and installed a new playground structure for the Kindergarten. Routine inspections are conducted by District and Humboldt County teams and results inform work orders for maintenance and repair. With the passage of Measure S, a three classroom construction project and 6 classroom remodel were completed in the fall of 2018. Reconstructing the parking lot has made improvements in parent drop off and pick up. Future plans include reconstructing the office, entrance, and bathrooms. Our school has a new Rain Garden with the assistance from a DROPS Grant and a partnership with the Natural Resources Services Division of the Redwood Community Action Agency. We will be utilizing this nature trail, complete with native plants, for to meet educational goals and to provide behavioral support.

Year and month of the most recent FIT report

7/22/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	C-10: Floor tile bubbled, door not latching C-11: Floor tile bubbled and older ceiling tiles 12"x12" (2) are broken. Ceiling tiles located by windows C-12: Floor tile bubbled C-18: Instructor installed postings with tumb tacks into drywall causing damage. Tack board to be installed in area C-3: Floor tile bubbled C-4: Floor tile bubbled, door not latching C-8: Floor tile bubbled, door not latching C-9: Floor tile bubbled in front of room, corner drywall repair need on heater closet Cafeteria: Floor tiles bubbled Classroom A: Carpet is showing signs of needing replacement (Seams and wrinkling), Exterior, lower drinking fountain water off Office: Paint peeling on wall in nurse's office and exterior staff restroom (Office scheduled for modernization), Nurse's sink cold water faucet is hard to turn Wing 2 Boy's Restroom: (Restrooms scheduled for modernization) Paint peeling, fixtures need updating, accessibility issues Wing 2 Girl's Restroom: (Restrooms scheduled for modernization) Paint peeling, fixtures need updating, accessibility issues
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>Cafeteria Boy's Restroom: Urinal handles are sticking down when flushed</p> <p>Classroom A: Carpet is showing signs of needing replacement (Seams and wrinkling), Exterior, lower drinking fountain water off</p> <p>E-8: (Building to be removed after office modernization), Water off to sink, skirt of building showing dry rot</p> <p>Office: Paint peeling on wall in nurse's office and exterior staff restroom (Office scheduled for modernization), Nurse's sink cold water faucet is hard to turn</p> <p>Wing 2 Boy's Restroom: (Restrooms scheduled for modernization) Paint peeling, fixtures need updating, accessibility issues</p> <p>Wing 2 Girl's Restroom: (Restrooms scheduled for modernization) Paint peeling, fixtures need updating, accessibility issues</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			<p>E-20: (Building to be removed after office modernization), skirt of building showing dry rot, playground wood boarder in need of repairs, weed abatement needed, wood chips need to be added and two rubber mats need replacement, playground equipment in need of repair</p> <p>E-8: (Building to be removed after office modernization), Water off to sink, skirt of building showing dry rot</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		<p>Boy's Playground Restroom: Door not latching</p> <p>C-10: Floor tile bubbled, door not latching</p> <p>C-15: Door not latching</p> <p>C-16: Door not latching</p> <p>C-22: Window screen repair</p> <p>C-4: Floor tile bubbled, door not latching</p> <p>C-6: Door not latching</p> <p>C-8: Floor tile bubbled, door not latching</p> <p>E-20: (Building to be removed after office modernization), skirt of building showing dry rot, playground wood boarder in need of repairs, weed abatement needed, wood chips need to be</p>

School Facility Conditions and Planned Improvements				
				added and two rubber mats need replacement, playground equipment in need of repair Girl's Playground Restroom: Master key is difficult to insert in keyway

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent 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					

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Recognizing the critical role families play in our students' education, Alice Birney School invites active family involvement. We encourage family members to volunteer in classrooms, on field trips, or in our school library. We also welcome parents to become involved in decision-making groups on campus such as School Site Council, Superintendent's Stakeholders, PTA, and

2021-22 Opportunities for Parental Involvement

our English Language Advisory Committee. In addition, our PTA involves families for ideas and "person power." Events designed to bring families into our school are planned on a regular basis and include Trunk and Treat, an Evening with Santa an annual "Garden Party," monthly "Student Stamina Awards" and a Multi-Cultural Faire.

Alice Birney is a dynamic learning environment with a dedicated and caring staff and a sense of family spirit that involves staff, students and their families. We consider the parents and families of our students as our #1 partners in the education and support of the students we share. A monthly newsletter, Parent/ Family information board in our office foyer, our Facebook page, and annual "family-school" events are held to promote an informal exchange of information and ideas and are well-attended by families and staff. We honor academic stamina each month with a certificate and button. When guidelines allow, we will host our breakfast once a month.

During COVID-19, we have provided direct outreach to families with our school social worker. We have a fresh organic vegetable partnership with the NAACP where each week our families receive organic vegetables at dismissal.

Surveys of parents during dismissal worked effectively for parents to provide feedback. This year, we are working with partners to increase attendance at our ELAC meetings. We have teamed with HSU Department of Education to design an evening with STEM activities for our emergent bilingual families, and then, host the ELAC meetings. We plan to host a Dance Initiative with our Spring Multi-cultural Faire.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, volunteer or just ask a question may contact the Principal at Alice Birney Elementary: (707) 441-2495.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Alice Birney Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed annually and updated by the School Safety Committee. All revisions are communicated to both the classified and the certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held (twice a year and as needed). Students are supervised before and after school by certificated staff, classified staff and the Principal, and certificated staff, classified staff and the Principal supervise students during lunch. Classified staff and the Principal assist with supervision during lunch and break periods. There is a designated area for student drop-off and pick-up. Visitors sign in at the office and wear a visitor ID badge. Our P.B.I.S. (Positive Behavior Interventions and Supports) program is in its sixth year, and all students and staff support the same school rules: BE SAFE, BE RESPECTFUL and BE RESPONSIBLE. Monthly monitoring of SWIS data helps our staff make data-informed decisions about improving our school climate, student behavior, and procedures to ensure success for all students. Staff, student, and family wellness is the focus of PBIS team this year. SWIS data around engagement and attendance is used to develop positive interventions and supports to guide student success. Due to COVID-19, a new Site Safety Protection Plan was written to support the current Safe Schools Plan. The current Safe Schools Plan will be updated and adopted by the School Site Council on January 13, 2021.

Alice Birney Site Specific Protection Plan: SSPP

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,703	\$1,712	\$5,991	\$62,319
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-38.3	2.0
Percent Difference - School Site and State	N/A	N/A	-25.6	-19.4

2020-21 Types of Services Funded

A variety of on-site and local support services are available to provide academic assistance to students at Alice Birney. On our staff, we have 1.0 FTE Reading Intervention teachers, a 2.4 FTE English Language Development teachers and a .6 and open math intervention teacher. Each TK-2 classroom has a classroom aide to support small group instruction. Alice Birney also has four Literacy Technicians who work with small groups of students throughout the school under the direction of credentialed teachers in targeted academic areas. Interpreters are funded in order to support students and families of emergent bilinguals. We fund an increase of library technician hours.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
-----------------------------------	--

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Each year the school principal and teachers, in cooperation with District Office staff, use data to determine the need for teacher and administrator professional development. The data include results of LCAP surveys, state tests and Unit and Curriculum-embedded assessments in English/Language Arts and Math, and results from the CELDT and ELPAC exams relative to our EL population. We also utilize academic data provided by classroom teachers, SWIS data from our P.B.I.S. program, Attendance data from A2A, and Suspension and Referral records to determine priorities for Professional Development for both certificated and classified employees.

Training opportunities/updates continue to be conducted in Common Core Standards in both ELA and Math (grade-level and District-wide), English Language Development, and P.B.I.S. Many of our teachers elected to participate in staff development through the Humboldt County Office of Education (HCOE) in Common Core, the Arts, STEAM and Technology. Many teachers also participated in Kim Sutton's Math workshops and all P.B.I.S. team members were trained in SWIS data collection and analysis, as well as promoting a positive school climate. Several teachers and After-School directors attended the CANS training. We have continued to build our professional learning community, to collect and analyze student data on a regular basis to inform instruction, guide program development and promote effective practices that improve instruction and classroom management. Some of Alice Birney's teachers participate in high quality training through our District's Arts Integration and CREATE Humboldt grants. We have on-site coaching around guided reading, running records, Constructing Meaning, and PBIS, as the principal is a trainer of trainers. CARE specialist is able to support on-going coaching within the classroom to provide on the spot feedback and support.

Classified paraprofessional staff development is coordinated through our Personnel Department in modules relating to particular employment strands. Our District's instructional coaches (CARE specialists) provide excellent, relevant training in best practices in all academic areas, NGSS, EL, PBIS, and classroom instruction, as well as coaching for our monitors and classified personnel. The Humboldt County Office of Education provides on-going staff development addressing certificated personnel, classified personnel, pupil personnel services employees, administrators and parents. Participants in Professional Development are supported with release time, collaboration opportunities, in-class coaching, purchase of particular instructional materials and shared leadership.

Training in our newly adopted ELA, Interim CAASPP assessments, and SWIS Data analysis were provided to all certificated staff on our campus. P.B.I.S. training was ongoing for all certificated and classified employees, especially Monitors. Our staff has also been involved in training regarding trauma-informed practices to further support student success. Due to COVID-19, we have launched a systematic approach to distance learning. Professional development last year was around SeeSaw, Google Classroom, PearDeck, Raz Kids, and the use of the Everyday Math games online. This year, teachers are applying these skills.

A developed Student Study Team process is utilized by all teachers. CARE specialist oversees this process, and ensures teachers are coached around interventions and supports.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	8

Grant Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Grant Elementary School
Street	3901 G St.
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 441-2552
Principal	Kristi Puzs
Email Address	puzzk@eurekacityschools.org
School Website	
County-District-School (CDS) Code	12-62752-6007777

2021-22 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	www.eurekacityschools.org

2021-22 School Overview

Mission Statement

Grant School, an innovative educational community dedicated to excellence, prepares our students to be responsible citizens in this global society by engaging them in a creative and diverse curriculum that promotes exploration and celebrates learning.

School Profile

At Grant Elementary School, we emphasize high academic standards while supporting the social and emotional development of our students. We promote academic growth, focusing on written language and the development of higher level thinking. Fountas and Pinnell Classroom has been adopted for all grade levels as our Language Arts curriculum. Our district uses Everyday Math and as a site we are focusing on implementing the Eight Mathematical Practices. We provide hands-on science instruction with our "Nature Trail" and implementation of the Next Generation Science Standards. We partner with Friends of the Dunes, Mad River Hatchery, Wolf Creek Educational Center, Eel River Estuary Preserve, and Redwood Environmental Education Fair to provide rich learning experiences for our students. Grant has also started a school garden that our students and staff are very excited about. Our teachers are committed to professional development and collaborate on a regular basis. Grant is in the process of becoming a schoolwide AVID Elementary and 1st-5th grade teachers have attended AVID Institutes and are implementing AVID strategies in their classrooms. Grant's future goal is for all teachers to have the opportunity to attend the summer institute and incorporate AVID into all classrooms. Many staff members have been involved in the CREATE Humboldt Grant and are trained in integrating the arts into the core curriculum.

Major Achievements

Positive Behavior Intervention & Supports for all students, Second Step Pro-Social Skills Curriculum for all students, Response to Instruction & Intervention in ELA , AVID Elementary

Focus for Improvement

During the Covid 19 pandemic, the district supported sites with professional development around technology as well as purchasing technology to ensure that we are a 1:1 district. Grant is offering full day in person instruction and is focusing any learning loss due to the pandemic. Grant has adopted the Fountas and Pinnell Classroom Language Arts Curriculum for all grades and is focusing on implementing Guided Reading K-5. Each grade level has a dedicated Universal Access time in which students are provided reading instruction at their instructional reading level.

2021-22 School Overview

We will:

- *Practice Schoolwide Feedback Cycles around Guided Reading using the Literacy Continuum as a basis for feedback and professional development.
- *Continue to use literacy assessments early in the year to provide students struggling in reading with support and to monitor their progress. Continue a school-wide academic intervention model utilizing our 1.5 Reading/EL Intervention Teachers, Literacy Techs, and classroom teachers. Within this model teachers collaborate regularly to make academic decisions about student learning and determine best practices for differentiating instruction.
- *Implement schoolwide strategies to improve English learners' academic and English language development as well as their reading comprehension.
- *Increase technology/computer use in each classroom by students.
- *Expand the use of research-based academic support throughout the school day to improve students' reading skills and ensure our District Instructional Norms are incorporated into our daily instructional practices schoolwide.
- *Continue to support each student's personal, social, and emotional growth.

We are committed to offering a complete educational experience at Grant. Our After School program provides enriching academic, sports and recreational activities. We make every effort to accommodate working parents.

We personally extend an open invitation to all of you as we enjoy meeting new families and are committed to the education of each and every student at Grant School. We are a community of collaborative lifelong learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Eureka City Unified held a Public Hearing on September 15, 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3 Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2019 4-5: Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017 SDC: McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: Wright Group/McGraw-Hill, Everyday Mathematics 4 Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
Science	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	Yes	0
History-Social Science	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Grant School had a partial roof replacement during the 2015-16 school year. The custodial staff work hard to keep the campus clean and well maintained. With Measure S, a local bond, a new bell/public announcement system was installed. Grant is in the engineering and planning stages for a new parking lot and student drop off and pick up zone. Grant maintains a clean, safe environment in which students feel welcomed and supported.

Year and month of the most recent FIT report

7/15/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		C-12: Water stained ceiling tile (6) C-15: Carpet seam unraveling, rain gutter rusted out C-9: Water stain on ceiling tile (by vent pipe), door not latching
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			C-15: Carpet seam unraveling, rain gutter rusted out C-7: Door not latching, dry rot on siding
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-1: Coating on playground equipment stairs and landings cracking C-7: Door not latching, dry rot on siding C-9: Water stain on ceiling tile (by vent pipe), door not latching Kitchen: Asphalt driveway rough and is difficult to deliver food to kitchen Library: Window screen cut

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent 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					

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parent Involvement

Grant School welcomes parent involvement! We encourage parents to volunteer in classrooms, on field trips, or in our school library. You can find more information about volunteering on the Eureka City Schools website. We also welcome parents to

2021-22 Opportunities for Parental Involvement

become involved in some of the decision making groups on campus such as our School Site Council, and English Language Advisory Council. We have a monthly recognition for our "Students of the Month." At this reception students that are consistently safe, respectful, and responsible on campus are recognized for their hard work and then they are recognized at our virtual Monday Morning assembly. We encourage parents to attend various virtual parent nights throughout the year. In addition, our PTA (Parent, Teacher Association) is actively seeking new members. Many new events are being planned to bring parents into our school. PTA meetings are held the second Monday of each month at 6:00pm.

Grant is a wonderful school with a very dedicated and caring staff. Please come visit us; we would love to show you around. If you have any questions, please do not hesitate to call.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Grant Elementary School at (707) 441-2552.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Safety of students and staff is a primary concern at Grant Elementary. Due to the Covid-19 pandemic, a comprehensive school Site Specific Protection Plan has been written in compliance with public health guidelines. This plan outlines safety protocols and procedures and at this time takes precedence over the Safe Schools Plan.

The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed annually and updated by the School Safety Committee. All revisions are communicated to both the classified and the certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lockdown drills are held (twice a year and as needed). Students are supervised before and after school by certificated staff, classified staff and the Principal, and certificated staff, classified staff and the Principal supervise students during lunch. Classified staff and the Principal assist with supervision during lunch and break periods. There is a designated area for student drop-off and pick-up. Due to Covid 19 visitors must show proof of vaccination or proof of a negative Covid 19 test result. Our P.B.I.S. (Positive Behavior Interventions and Supports) program is fully implemented and all students and staff support the same school rules: BE SAFE, BE RESPECTFUL and BE RESPONSIBLE. Monthly monitoring of SWIS data helps our staff make data-informed decisions about improving our school climate, student behavior, and procedures to ensure success for all students. The current Safe Schools Plan will be updated and adopted by the School Site Council in January 2022.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,820	\$2,087	\$5,733	\$58,947
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-42.6	-3.5
Percent Difference - School Site and State	N/A	N/A	-29.9	-24.9

2020-21 Types of Services Funded

Grant is a Title I school. We also receive funds through the state LCFF, which generates the District's LCAP. We use these funds to support our categorical programs and supplemental services. Our budget is submitted to the site council and district for their approval on a yearly basis.

Support services provided through our categorical programs with the planning and guidance of our teaching and administrative staff. Two full time Educational Specialists and two instructional aides work in tandem with our School Psychologist to provide direct services for our special education students. Literacy Technicians and Classroom Aides support our classroom instruction. A full time English Language Development teacher accelerates student learning along with a full time Reading Interventionist. In addition, this year we were able to fund a .5FTE math intervention teacher to support students underperforming students in the area of mathematics. A CARE specialist, Comprehensive Approach to Responsive Environments, was hired to support teachers and students in the area of behavior, professional development, and as student study team coordinator, in addition to various other duties and responsibilities. Our After School Program provides students with extra academic support.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
-----------------------------------	--

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data include results of CAASPP, CELDT, and district benchmark exams, and results from SWIS data that demonstrate effective PBIS practices.

In March of 2020 the site went into Distance Learning due to the Covid-19 Pandemic. Distance Learning and Hybrid In-person learning models were created and approved by the school board for the 2020-2021 school year. Five days of Professional Development around safety and technology were given at the beginning of the 2020-2021 school year. All professional development was virtual during the 2020-2021 school year and there have been ongoing trainings offered virtually throughout the year.

During the 2021-2022 school year various training opportunities have or will be provided: Fountas and Pinnell Classroom trainings, Interim Assessments, Everyday Mathematics, Student Study Team process training, and many teachers are involved in the elementary Social Studies Pilot. Monthly Teacher Academies are offered which focus around various topics such as; New Teacher Academy, Technology, Special Education and Social Emotional Learning. In addition, ongoing PBIS and AVID trainings are provided.

Professional development is provided during after school workshops, through participation on district-wide committees, at conferences, during Monday teacher collaboration and on days teachers are released from classroom duties. Teachers are supported to implement what they learn by teacher-principal meetings, in-class coaching and collaborating with peers as a professional learning community.

Classified paraprofessional staff development is coordinated throughout the year relating to particular employment strands. The Humboldt County Office of Education provides ongoing staff development addressing certificated personnel, classified personnel, pupil services, parents, and administrators.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Lafayette Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Lafayette Elementary School
Street	3100 Park St.
City, State, Zip	Eureka, CA 95501
Phone Number	(707) 441-2482
Principal	Quincy Brownfield
Email Address	brownfieldq@eurekacityschools.org
School Website	https://lafayette.eurekacityschools.org/
County-District-School (CDS) Code	12-75515-6007793

2021-22 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	www.eurekacityschools.org

2021-22 School Overview

Mission Statement

Lafayette Elementary is committed to inspiring the academic, social and personal success of all students by providing a challenging and meaningful curriculum honoring the uniqueness of each child. At Lafayette Elementary the vision for each student is: Every student, Every Day, Giving 100%, the Lafayette Lion Way.

School Profile

At Lafayette Elementary School, we take pride in our growing academic program and in our commitment to family and community. Education at Lafayette School is child-centered with a strong emphasis on on reading and writing. Students are engaged in rigorous academic activities that showcase their abilities to solve multi-step problems in all academic areas, while working in collaborative groups as well as independently.

Our academic focus is on increasing student achievement and competency in both language arts and math. Each grade level uses the California Common Core Standards to drive instruction and provide meaningful feedback to our students. We have a strong focus on building a safe community for our students. This is being achieved through PBIS (Positive Behavioral Interventions and Supports) and Second Step instruction in all classrooms. Our entire staff has been trained on PBIS strategies and techniques and is led by strong group of stakeholders including certificated and classified.

Our library continues to support the development of our students as readers and researchers. Accelerated Reader and research-based projects are programs and strategies utilized to expand students' skills and knowledge. In addition, our teachers have been committed to writing frequently and meeting collaboratively to analyze student work in order to target instruction. Our daily after-school program (ASES) offers help with homework in grades TK-5, as well as extra support for struggling readers. It also engages our students in sports activities including a bike club, crafts, cooking, music, cultural explorations, and much more. Due to COVID-19 and the closure of our campus, this program has shifted it's model to support students virtually. The ASES program currently supports students with homework assistance and numerous online activities.

At Lafayette, community involvement is highly valued. The PTA is an active, growing, integral part of our school and its functions. This group of dedicated individuals supports Lafayette through numerous fundraisers and family events throughout

2021-22 School Overview

the year. The School Site Council, made up of parents and members of the faculty, identifies common goals for school improvement and provides input on the development of our LCAP goals. It is the goal of all Lafayette employees to work together with families and the community to build confident learners.

Major Achievements:

- - Increased focus on writing instruction and reading instruction
- - Increased focus on success of identified EL students
- - Expanded services in the area of Reading Intervention and English Language Development.
- - After-school program (ASES) continues to develop a strong focus on academics and extra support for the more than 85 students who attend this program daily
- - All students, Transitional Kindergarten through 5th grade, receive targeted instruction in language arts through universal access grouping
- - Our school has acquired a large selection of technology that is specifically designed for student use
- - Development and implementation of a Preschool/Transitional Kindergarten class.

Focus for Improvement:

Due to COVID-19, the campus has been closed for in-person learning for the majority of the school year. The district has supported this transition by offering professional development opportunities to all staff as well as purchasing technology to outfit students to learn from home. Hotspots and Chromebooks were provided for any student that was in need of these supports. This year, Lafayette has adopted Fountas and Pinnell Classroom for all grades kindergarten through 5th. Professional development continues to be offered to support this new curriculum.

We will:

- -Utilize common literacy assessments to provide students with targeted language arts instruction. Struggling students will be provided support via the school-wide Reading Intervention program. Progress will be monitored and addressed as needed through Student Study Team meetings and other opportunities.
- -Implement instructional strategies to support English learner development and academic success. Students in need will be offered support from our English learner teacher and technician through pull-out/push-in opportunities.
- -Increase technology skills in both staff and students through ongoing trainings and supports.
- -Expand and reflect upon our daily instructional practice in order to best support the academic skills of our students.
- -Strive to support the personal, social and emotional well being of our students through positive behavior supports and trauma informed practice.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Eureka City Unified held a Public Hearing on September 15, 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3 Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2019 4-5: Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017 SDC: McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted 2016 SDC: McGraw Hill, Connecting Math Concepts, adopted 2015	Yes	0
Science	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	Yes	0
History-Social Science	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			

School Facility Conditions and Planned Improvements

As a result of Measure S, a locally funded bond, Lafayette Elementary has benefited from modernization in some classrooms, a new parking lot to the front of the school, and a paved parking lot with a designated student drop off/pick up zone to the west of the school. Lafayette maintains a clean, safe environment where students are feel welcomed and supported.

Year and month of the most recent FIT report

7/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door. Classroom 15: Water stained ceiling tiles (4) Classroom 18: Water stained ceiling tiles (10), water stained light lens (2) Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to repair playstructure, damaged matting needs replacement Classroom 3: Water stained ceiling tile (5) Kitchen: Paint chipped on walls and doors. Painting needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Classroom 6: Lamps out in 1 light fixture Classroom 7: Lamps out in 4 light fixtures Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged Room 24: Lamps out in 4 light fixtures Room 25: Lamps out in 3 light fixtures Student Coordinator Office: Outlet cover missing in wire mold track
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door. Classroom 18: Water stained ceiling tiles (10), water stained light lens (2) Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to

School Facility Conditions and Planned Improvements

				repair playstructure, damaged matting needs replacement Classroom 8: Split/Dry rot on fascia board Library: Short section of roof gutter rusted out Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			Classroom 10: Door not latching Classroom 11: Playstructure is in need of replacement parts, door not latching Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to repair playstructure, damaged matting needs replacement Classroom 5: Door not latching Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent 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					

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Lafayette School welcomes parent involvement! We encourage parents to volunteer in classrooms, on field trips, and at school functions. We also welcome parents to become involved in some of the decision making groups on campus such as the School Site Council, Superintendent's Parent and Community Advisory Committee, and the English Learner Advisory Council (ELAC).

2021-22 Opportunities for Parental Involvement

In addition, our PTA (Parent Teacher Association) continues to seek new members. Many new events are planned each year to bring parents and the community into our school.

*Due to COVID-19, Lafayette is currently in a Distance Learning/Hybrid Model and in-person volunteering, field trips and in-person functions are suspended. We look forward to resuming as soon as possible!

Lafayette is a wonderful school with a very dedicated and caring staff. We have strived to continue many of our community building activities even in a virtual learning model. We continue to have virtual Student of the Month recognitions and weekly Lion's Loot drawings for our students. We have also seen an increased involvement in both our PTA and SSC even with the switch to a virtual platform. If you have any questions or interest in any of our programs, please don't hesitate call.

Contact Information:

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Lafayette Elementary at (707) 441-2482.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Lafayette Elementary School is committed to the safety of students and staff. Due to COVID-19, a comprehensive school Site Specific Protection Plan has been written in compliance with Public Health guidelines. The plan covers safety protocols and procedures in relation to the COVID-19 pandemic. Currently, this SSPP takes precedence over the Safe Schools Plan. The School Site Safety plan is reviewed annually and updated by the School Safety Committee. All revisions are communicated with certificated and classified staff. The current School Safety Plan will be updated and adopted by the School Site Council on January 28th, 2021.

Goal 1- All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2- Ensure physical safety of students and staff through the continued implementation of Positive Behavior Intervention and Supports. Our Safe Schools Plan continues to be supported and edited by the Lafayette Site Council and approved by the Eureka City Schools Governing Board. Our Safe Schools Plan will be updated annually and reviewed by the School Site Council.

Our PBIS (Positive Behavior Intervention and Supports) program continues to be implemented during the school closures. We continue to promote the three school rules of BE SAFE, BE RESPECTFUL and BE RESPONSIBLE! The PBIS Team continues to meet regularly to maintain consistency and plan for additional support as it relates to distance learning.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,714	\$2,385	\$5,329	\$59,647
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-49.5	-2.4
Percent Difference - School Site and State	N/A	N/A	-37.0	-23.7

2020-21 Types of Services Funded

Lafayette continues to be a Title I school. In addition, we receive funds through the state LCFF, which generates the District's LCAP. We use these funds to support our categorical programs and supplemental services. Our budget is submitted to the Site Council and district for their approval on a yearly basis. Support services at Lafayette Elementary are provided through our categorical programs with the planning and guidance of our teaching and administrative staff. A full time Resource Teacher and half time instructional aide work in tandem with our School Psychologist to provide direct services for our special education students. The equivalent of 1.0 FTE Reading Intervention Teacher and 2 Literacy Technicians support our classroom instruction. A 0.5 English Language Development teacher and 1 English Language Technician support students in order to accelerate learning for students working to acquire the English Language. An after school program provides students with extra academic support.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
-----------------------------------	--

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data include results of CAASPP, CELDT, and district benchmark exams, as well as results from SWIS data that demonstrate effective PBIS practices.

During the 2017-18 school year the following training opportunities were provided: SHIFT- Focus on students experiencing Trauma; AVID Summer Institute(3rd-5th grade teachers and Principal);NCAIP(North Coast Arts Integration Project);Constructing Meaning Training(3rd-5th grades);AVID Strategies Training; Everyday Math Training; Guided Reading; Next Generation Science Standards teacher/coach collaboration.

During the 2018-19 school year the following professional growth opportunities were provided in the following areas: Universal Classroom, NCAIP(North Coast Arts Integration Project), Create Humboldt (Arts Integration Grant grades 3-5), Navigation and Collaboration (analyzing student data), Positive Behavioral Interventions and Supports (PBIS), in collaboration with SWIS data analysis, Effective Strategies for teaching and assessing Opinion Writing, Effective Strategies for teaching Reading, Renaissance Learning, Constructing Meaning Boosters in cross-curricular areas, Differentiated Instruction, Trauma Informed Practices, and Next Generation Science Standards teacher/coach collaboration.

During the 2019-20 school year the following profession growth opportunities have or will be provided in the following areas: Fountas and Pinnell training, Interim Assessments, Everyday Mathematics, Constructing Meaning, Create Humboldt, Narrative Writing (CARE, teacher, admin collaboration), monthly teacher academy with various topics addressed, SST process training, Peer Observation/Feedback Cycle implementation, Mandated Reporter Training, Planning and Pacing Collaboration and Support, and continued PBIS Training and support.

In March of 2020, Eureka City Schools moved to a Distance Learning Model due to the COVID-19 pandemic. Distance Learning and Hybrid models were created and approved by the School Board for the 2020-2021 school year. Professional Development and trainings around technology and safety have been the focus for all certificated and classified staff. All of these were delivered virtually to ensure the safety of the participants.

Professional development is provided during and after school through workshops, participation on district-wide committees, at conferences and on days teachers are released from classroom duties. Teachers are supported to implement what they learn by teacher-principal meetings, in-class coaching and collaborating with peers as a professional learning community.

Classified paraprofessional staff development is coordinated throughout the year relating to particular employment strands. In addition, the Humboldt County Office of Education provides on-going trainings that address a number of pertinent issues.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Washington Elementary School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Washington Elementary School
Street	3322 Dolbeer St.
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 441-2547
Principal	Teri Silvers
Email Address	silverst@eurekacityschools.org
School Website	
County-District-School (CDS) Code	12-75515-6007827

2021-22 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	www.eurekacityschools.org

2021-22 School Overview

Mission Statement

Washington Elementary School, rich in family involvement and academic excellence, will prepare and inspire each child to become a self-assured contributor to a global society by providing an innovative, well balanced educational experience in a safe and nurturing environment.

School Profile

Washington School serves 488 students in Transitional Kindergarten through fifth grade. We have a proud tradition of academic excellence. We provide our community's children with a rich variety of academic, social-emotional, and physical learning experiences in an engaging and developmentally-appropriate manner. In addition to a focus on literacy and math, our students have many opportunities to develop their creativity through exploration and discovery. Washington students' performance, as indicated on 2020-2021 standardized state tests, provides our educational team with data on areas of individual student and school-wide strength, as well as, areas for growth.

Community Involvement

We have a proud tradition of excellent parent support. Our award-winning and active PTA has over 380 members. Our campus hosts many parent and community volunteers on a consistent basis. These valued volunteers assist at learning centers within the classrooms, re-shelve library books, participate in enrichment activities, prepare classroom materials, and provide transportation for student field trips. The Washington School staff is proud of our ongoing partnership with parents. In addition to strong parent involvement, we have partnerships with numerous community agencies who give their support for our children in a variety of ways thus enriching our students' school experience. The Humboldt State University Teacher Preparation Program places university students working as tutors in our school in the areas of math, literacy and English language development. Many of our experienced teachers also serve as mentor teachers for apprentice teachers in their final year of HSU's teacher preparation programs. This past year, we expanded our partnership with our neighbor, the Sequoia Park & Zoo. This partnership extends learning opportunities for our students and their families through grade level projects and access to materials, docents, and experiential learning related to ecology, conservation, habitat, adaptations and species.

School Highlights:

- Our staff is well versed in the California Standards.

2021-22 School Overview

- All students receive instruction in each of the core areas- English language arts, math, science, and social science. They also receive instruction in physical education and the Arts.
- Our third-fifth grade teams are trained in Constructing Meaning and VTS in order to differentiate for all learners in effectively expressing their knowledge verbally and in print.
- We are a Positive Behavior Intervention System school and implement Second Step social-emotional curriculum school-wide.
- We teach Second Step anti-bullying curriculum school-wide.
- Second-fifth grades utilize the online Accelerated Reader independent reading program, which also has a home component.
- Specialized curricular materials are utilized for targeted reading interventions.
- Students have opportunities to participate in specialized music activities in fourth and fifth grades, including band and strings.
- Fourth and fifth grade students participate in the Science Fair, History Day, Spelling Bee, Geography Bee, and the GATE Academy (if qualified and when in-person).
- All grade levels participate in service learning projects, serving our community.
- We partner with Humboldt State University in mentoring student teachers.
- Humboldt County Office of Education Early Literacy and Math tutors work with our transitional kindergarten-second grade students.
- Our PTA supports students and staff through the purchase of special, supplemental materials.
- Our PTA provides fun and educational family activities including free craft nights, family movie nights, and an ice cream social at the zoo, to name a few.

Focus for Improvement:

- Ongoing professional development for all staff is a continued goal.
- Teacher collaboration is ongoing on a weekly basis, and includes teacher team collaboration, administration-led topics and district collaboration opportunities.
- Teaching staff will continue to develop expertise in literacy through professional development and through piloting new language arts curriculum.
- Many teaching staff will continue participation in arts-integration grants and professional development.
- Teaching staff will continue to develop grade level writing rubrics that align with CAASPP testing.
- Utilize common CAASPP interim block assessments in grades 3-5 as a formative assessment to guide instruction.
- Develop and implement differentiated instructional groupings in mathematics.
- Continue to use a Student Study Team approach to develop improvement plans for students with identified academic or social/emotional needs.
- Use SWIS data in order to make improvements in our systems including transitions to the play areas and behaviors during non-structured times.
- Continue to refine our PBIS systems and increase our parent involvement components.
- Continue to refine our RTI² tier three options for student success.
- Continue to utilize researched best-practice instructional practices.
- Increase access to opportunities for student choice school-wide.
- Increase access to technology and digital learning opportunities school-wide.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Data Collected September 2020

Eureka City Unified held a Public Hearing on September 15, 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-3 Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2019 4-5: Fountas and Pinnell Classroom, Fountas and Pinnell, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017 SDC: McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	Yes	0
Science	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	Yes	0
History-Social Science	K-5: Pearson Scott Foresman History Social Science for California Adopted in 2006	Yes	0
Foreign Language			

Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Our school underwent a multi-million dollar modernization of facilities which was completed during the summer of 2005. This included ADA compliance, upgrading our technology and electrical infrastructure, new flooring for our cafeteria and a new office and staff building. This year, the inside of our classrooms and painted classroom furniture is being repainted. Our grounds are well maintained by our own grounds people as well as community support due to the community use of our fields for sporting events.

We have recently completed construction on a safe drop-off and pick-up zone for parent and student safety.

Year and month of the most recent FIT report

7/29/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Cafeteria: Cafeteria floor bubbling seven areas Room 1: Counter top is chipped and burned Room 11: Water stained ceiling tiles (16), Carpet stained, in need of replacement, exterior siding showing signs of dry rot, moisture penetration from roof causing ceiling tile staining Room 12: Floor tile chipped near threshold Room 13: Counter top edging chipped Room 14: Chipped floor tile by door Room 17: Sink cabinet door out of alignment, several lamps out in light fixtures, panic door hardware sticking Room 19: Water stained ceiling tiles (2), several lamps out in light fixtures, back door panic hardware sticks Room 3: Floor tile is in need of replacement Room 4: Floor tile chipping by threshold Room 5: Floor tile chipping and in need of replacement Second Wing Boy's Restroom: Chipping paint above urinals, TP stuck to ceiling Second Wing Girl's Restroom: Chipping paint above sinks
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 16: Exterior siding showing signs of dry rot, carpet stained Room A: Carpet stained

School Facility Conditions and Planned Improvements

				Second Wing Boy's Restroom: Chipping paint above urinals, TP stuck to ceiling
Electrical		X		Room 17: Sink cabinet door out of alignment, several lamps out in light fixtures, panic door hardware sticking Room 19: Water stained ceiling tiles (2), several lamps out in light fixtures, back door panic hardware sticks Room 20: Several lamps out in light fixtures Room 7: Several lamps out in light fixtures
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Third Wing Girl's Restroom: Sink faucet hard to activate, door not latching
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Room 11: Water stained ceiling tiles (16), Carpet stained, in need of replacement, exterior siding showing signs of dry rot, moisture penetration from roof causing ceiling tile staining Room 16: Exterior siding showing signs of dry rot, carpet stained
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 17: Sink cabinet door out of alignment, several lamps out in light fixtures, panic door hardware sticking Room 19: Water stained ceiling tiles (2), several lamps out in light fixtures, back door panic hardware sticks Room 22: Repair needed to vandalized play structure mat Third Wing Boy's room: Door not latching Third Wing Girl's Restroom: Sink faucet hard to activate, door not latching

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent 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					

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

The vision of Washington School is to provide a joyful, quality education that fully develops the academic, physical, social and emotional skills of all students and promotes active family and community involvement. Washington School embraces parent involvement. Family support at Washington is strong and we encourage active family and community participation in order to

2021-22 Opportunities for Parental Involvement

promote rich and varied learning experiences for our students. Hand-in-hand with our volunteer base, we create a well-balanced educational experience in a safe and nurturing environment. Parents are also encouraged to become involved in decision making groups such as: School Site Council, Superintendent's Advisory Committee, Positive Behavior Intervention Systems team, ELAC (English Language Advisory Committee,) DELAC (District English Language Advisory Committee,) and PTA (Parent-Teacher Association). Washington School's remarkable PTA plans many events throughout the year to promote family involvement. We also host an annual Math Night, Art Night, and Craft Night for families to enjoy.

Washington School has a dedicated and caring staff. The monitors, custodians, support staff, teachers, and administration all strive to create an environment where every family feels welcomed and valued. We encourage you to become actively involved in your child's education. Please contact the front office to complete a volunteer form as we encourage families to join our team.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Washington Elementary at (707) 441-2547.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Due to the Covid-19 pandemic, a comprehensive school Site Specific Protection Plan has been written in compliance with public health guidelines. This plan outlines safety protocols and procedures and at this time takes precedence over the Safe Schools Plan.

Our school provides a joyful, nurturing environment where students can develop the character and communication skills that are a foundation for high academic achievement and future success. Our goals are to create and enhance a climate of mutual respect among students and between students and staff, improve safety and convenience of student drop-off and pick-up, and update school disaster plans to reflect changes in school facilities and staffing. We work throughout the school year to revise and improve our school safety plan. Part of this process is to hone our practices and procedures including our monthly fire drills and other drills such as disaster and lock-down drills. Our staff reviews the safety plan and works on making revisions during staff collaboration times. The school safety plan was approved by our PBIS team in January 2020. Our PTA has set a goal to support our student and staff safety. As a staff, our school safety teams meet to make continuous improvements to our procedures. In our school plan, we have goals set for both the physical and emotional safety of the campus and our students. All teachers receive extensive ongoing training in the PBIS (Positive Behavior Interventions and Supports) model. Students are taught school-wide rules and expectations at the beginning of the school year and following each school break or when the data indicates that a reteach will help students be successful. Our three school expectations are: Be Safe, Be Respectful, and Be Responsible. We teach expectations both school-wide and in our classrooms throughout the school year; this is the Washington Otter Way: 'W.O.W!' We track behavioral data using SWIS software in order to monitor success and make adjustments as needed to ensure that all students are being supported in choosing appropriate behaviors, so the focus remains on student learning. This researched-based model reduces behavioral challenges and thereby increases academic performance and a positive school climate for all.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,153	\$1,949	\$5,204	\$67,109
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-51.7	9.4
Percent Difference - School Site and State	N/A	N/A	-39.3	-12.0

2020-21 Types of Services Funded

Services provided by categorical funds include additional classroom teacher support for classes with the greatest student need via a literacy technician are funded by Title 1 funds. Additionally, a reading intervention teacher and math intervention teacher works with identified students in order to support them in meeting grade level expectations. We have a library technician that provides our library services. We fund our GATE program in order to provide enrichment opportunities to support GATE students. We have an English Language Instructor to help our emerging bilingual students in developing English proficiency. In addition to differentiated instruction, GATE students have attended a GATE symposium and GATE classes in accordance to our district GATE plan. We use targeted funds to support instruction in a variety of ways including the purchase of materials and supplies, technology, student field trips, staff development/workshops, and library materials.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
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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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data include results of CAASPP, CELDT, and district benchmark exams, and results from SWIS data that demonstrate effective PBIS practices.

The following training opportunities have been provided: development of Next Generation Science Standards lessons; developing benchmark assessments and using formative assessments to plan grade level collaboration around common core standards; Everyday Math curriculum training; writing across the curriculum; planning and delivering effective teaching for English Language Development (ELD); effective practices to improve classroom management and instruction; Positive Behavioral Interventions and Supports (PBIS), in collaboration with SWIS data training; Second-Step social emotional curriculum training, and pacing guides.

During the 2018-2019 school year, staff have participated in Everyday Mathematics curriculum training, have participated in readings related to Guided Reading instruction, and have trained on analyzing reading skills and providing targeted interventions. Additionally, staff have collaborated to align standards-based report cards with their curriculum, as well as, developed appropriate assessments to assess student progress. Staff has participated in intensive training in Constructing Meaning which allows them to further differentiate instruction in order to differentiate for all students, including students with disabilities, and English learners. Staff have been working collaboratively with the Sequoia Park and Zoo to develop lessons and projects that infuse NGSS with classroom instruction both at the school site and at the Zoo. Staff was trained on providing Trauma-responsive classroom environments, and continually works to refine our PBIS systems and practices in order to support all students in the learning process. Our staff take advantage or access to our ECS instructional coaches that assist us in implementing and refining our classroom practices, both academically and behaviorally.

Professional development is provided during after-school workshops, through participation on district-wide committees, at conferences and on days teachers are released from classroom duties. Feedback on instructional practices is also provided by the administrator and district instructional coaches and teacher leaders. Teachers are supported to implement what they learn through teacher-principal meetings, in-class coaching and collaborating with peers as a professional learning community.

Classified paraprofessional staff development is coordinated throughout the year relating to particular employment strands.

The Humboldt County Office of Education provides on-going staff development addressing certificated personnel, classified personnel, pupil services, parents, and administrators. Our staff also frequently attend trainings provided at the Humboldt County Office of Education.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Winship Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Winship Middle School
Street	2500 Cypress Avenue
City, State, Zip	Eureka, California 95503
Phone Number	(707) 441-2487
Principal	Teri Waterhouse
Email Address	waterhouset@eurekacityschools.org
School Website	
County-District-School (CDS) Code	12101240000000

2021-22 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	eurekacityschools.com

2021-22 School Overview

Winship Middle School is located in Cutten and surrounded by Redwood trees. Winship has a school-wide emphasis on Agriculture, Natural Resources and Forest Restoration. Winship School received several grants that funded garden beds, an outdoor classroom, garden supplies, and a greenhouse and shade house for use by our science classes. Winship is the only middle school in the area with an Ag Science program taught by a credentialed Ag Science teacher.

Winship feels strongly that parent involvement is key to student success. The Winship PTSA is an active organization that provides support for programs at Winship and activities for students and families. The Winship staff has high expectations for Winship students, both academically and behaviorally. We believe all students have the capacity to achieve and can be held to high standards of academic and behavioral accountability. Along with high expectations, Winship provides the personal support necessary for each student to reach his/her potential.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

Eureka City Unified held a Public Hearing on September 15, 2021, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
Mathematics	6th-8th: CPM Publisher College Preparatory Math (CPM) 6th Core Connections Course 1 7th Core Connections Course 2 8th Core Connections Course 3 Adopted 2017	Yes	0
Science	6th: Pearson Prentice Hall Focus on Earth Science Adopted 2008 7th: Pearson/Prentice Hall Focus on Life Science Adopted in 2008 8th: Pearson/Prentice Hall Focus on Physical Science Adopted in 2008	Yes	0
History-Social Science	6th, History Alive (TCI) The Ancient World 7th, History Alive (TCI) The Medieval World and Beyond	Yes	0

	8th, History Alive (TCI) The United States through Industrialism Adopted 2017		
Foreign Language	Descubre, adopted 2018 (Spanish 1)	Yes	0
Health		No	0
Visual and Performing Arts		No	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Winship is located in a beautiful setting. Staff is to be commended for maintaining grounds in exceptional condition, with evidence of ongoing upkeep and care. Custodial staff has worked hard to improve the conditions inside of the school buildings and has been proactive in campus upkeep and management. The greenhouse and shade house have been in operation for a year and are a valuable part of the school science program.

Year and month of the most recent FIT report

8/10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	B-3: Water stained ceiling tile (1) C-102: Water stained ceiling tile (1), missing light covers (2) Cafeteria: Water stained ceiling tiles in cafeteria (5) and custodial closet (4), ground cover plate missing on landing between café and J building D Wing Girl's Restroom: Graffiti of stall doors D-3: Water stained ceiling tiles (6) D-4: Water stained ceiling tile (1) D-5: Chipped floor tile (by door), water stained ceiling tile (1), paint peeling on exterior alcove D-6: Interior wall damaged by instructor using staples to secure posters F-1: Counter chipped, graffiti on student table wood framing, wire mold electrical outlet cover missing F-2: Edging missing from counter top F-3: Water stain ceiling tiles (4), water off to one of four faucet on sink F-5: Counter chipped F-6: Counter edging missing H-5: Water stained ceiling tile (1) H-6: Wall panels damaged, coverplate missing, water stain on ceiling tiles (2), currently used as storage

School Facility Conditions and Planned Improvements

				J-2: Offices and storage rooms in need of repairs and painting, four ceiling tiles missing Library: Carpet is bubbling and seams failing Office 103: Staple and thumb tack hole in walls will need to be repaired and tack board installed, water stained ceiling tile (1) Office: Chipped paint on walls in nurses office, water stained ceiling tiles in conference room (2) and small office (2), Dry rot exterior siding
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's Locker Room: Food splatter on walls F-1: Counter chipped, graffiti on student table wood framing, wiremold electrical outlet cover missing Girl's Gym Restroom: Graffiti of stall doors Girl's Locker Room: Dry rot on exterior siding, graffiti on exterior siding Staff Room: Stacked dirty dishes in sink
Electrical		X		C-102: Water stained ceiling tile (1), missing light covers (2) F-1: Counter chipped, graffiti on student table wood framing, wiremold electrical outlet cover missing H-2: Siding showing signs of dry rot, exterior GFI cover missing H-4: GFI cover plate broken H-6: Wall panels damaged, coverplate missing, water stain on ceiling tiles (2), currently used as storage
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			D Wing Boy's Restroom: Dry rot on breezeway roof deck, urinal drain clogged F-3: Water stain ceiling tiles (4), water off to one of four faucet on sink
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			D Wing Boy's Restroom: Dry rot on breezeway roof deck, urinal drain clogged D Wing Staff Restroom: Dry rot on roof deck boards F-4: Exterior siding showing signs of dry rot Girl's Locker Room: Dry rot on exterior siding, graffiti on exterior siding

School Facility Conditions and Planned Improvements

				<p>H-2: Siding showing signs of dry rot, exterior GFI cover missing</p> <p>H-3: Siding showing signs of dry rot</p> <p>Office: Chipped paint on walls in nurses office, water stained ceiling tiles in conference room (2) and small office (2), Dry rot exterior siding</p> <p>P-1: Used as Band equipment storage, siding showing signs of dry rot, door not latching</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>D-4: Water stained ceiling tile (1)</p> <p>P-1: Used as Band equipment storage, siding showing signs of dry rot, door not latching</p> <p>Snack Bar: Exterior door checked, and edges damaged due to attempted break-in</p>

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent 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					

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Winship Middle School encourages parent participation in the life of the school. Parents can be involved at Winship in a number of ways such as; PTSA, Site Council, classroom volunteers, library volunteers, coaching, tutoring, etc. Some parents also volunteer in our clubs, such as yearbook club and nature club.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Winship Safe Schools Plan was reviewed and updated for the 2019-2020 school year by the School Site Council.

The primary focus of Winship's plan is to maintain a positive school climate and maintain physical safety. Winship is in the seventh year of PBIS (Positive Behavioral Interventions and Supports) training and implementation. PBIS is a district-wide initiative encouraging and rewarding positive behavioral choices. This training encourages safe, responsible and respectful behavior. Winship promotes school activities and events that celebrate diversity, as well as educate families about diversity on campus. Winship plans and regularly administers drills for fire, earthquake, and lock-down procedures.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$8,695	\$2,062	\$6,633	\$50,322
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-28.4	-19.3
Percent Difference - School Site and State	N/A	N/A	-15.5	-40.3

2020-21 Types of Services Funded

Winship provides intervention courses for students in mathematics and English language arts. An after school program is available. Tutoring is offered during the school day and after school.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Teachers receive in-service training in a variety of ways, including: professional development days in August, staff collaboration days on Monday afternoons, participation in local and national conferences, and opportunities through the Humboldt County Office of Education. Teachers have the opportunity to request training in areas of personal need as part of administrative support of teacher goals. District instructional coaches provide assistance in helping teachers to align curriculum to the Common Core State Standards and work on implementing best practices/ methods in their classrooms.

Current Professional Development has included: Implementing Common Core State Standards, Understanding and utilizing SBAC Assessments and SBAC Interim Assessments, Positive Behavioral Interventions and Supports (PBIS), Data Driven Decision Making (analyzing school achievement data), Implementing SPED accommodations and modifications, analyzing SWIS (School Wide Information System) data to determine future PBIS PD needs, building positive rapport with students, Advancement Via Individual Determination (AVID), Keenan Safe Schools Training, Goal Setting for Teachers, and Instructional Feedback.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Catherine L. Zane Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Catherine L. Zane Middle School
Street	2155 S Street
City, State, Zip	Eureka, CA 95501
Phone Number	(707) 441-2470
Principal	Tammi Wagner
Email Address	wagnertammi@eurekacityschools.org
School Website	
County-District-School (CDS) Code	12-75515-6057376

2021-22 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	www.eurekacityschools.org

2021-22 School Overview

School Profile

Zane Middle School is a sixth through eighth grade school with approximately 450 students. Zane has a spacious campus with science laboratories, music rooms, and physical education facilities. We are a STEAM school focusing on the integration of Science, Technology, Engineering, Arts and Math and the development of 21st Century skills. Zane emphasizes academic excellence while encouraging a variety of activities that allow students to demonstrate and enjoy their new-found skills. We offer a diverse music program and athletics are enjoyed by many. Zane Middle School is proud to offer a variety of differentiated programs to address the individual needs of our diverse community while providing a safe, nurturing environment for all students. Positive Behavior Intervention and Supports (PBIS) continues to be foundational to the school climate. Zane Middle School emphasizes teacher collaboration regularly amongst site as well as district. The school schedule provides for an early release of students one day per week for teacher collaboration. Zane's success is truly a partnership between the school, students, parents and the community. Zane Middle School has an active School Site Council, PTSA, and ELAC committee where the public is welcomed and encouraged to participate.

Major Achievements:

*Zane was recognized as a Gold Ribbon status by the California Department Education during the 2014-15 school year for our model programs of STEAM (Science, Technology, Engineering, Arts and Math) and PBIS (Positive Behavioral Interventions and Supports)

*Zane offers an AVID elective for 6th graders and AVID classroom strategies are encouraged.

*The addition of technology and engineering curriculum has greatly enhanced the academic program as evidenced by more engaged learners.

*Our staff frequently collects and evaluates student achievement data for the purpose of improving our instruction.

*Zane Middle School is proud of our students' academic and co-curricular accomplishments as well as their excellence in extracurricular activities.

*We supplement our instruction with a strong, articulated after school program.

Focus for Improvement:

* Zane strives to challenge all students academically and prepare them fully to be leaders of the future. We use the Smarter Balance Assessments based on Common Core State Standards (CCSS) along with district-adopted and teacher-made assessments to place students in appropriate classes in language arts and math.

2021-22 School Overview

- *Ongoing and intensive Staff Professional Development is focused on improving student achievement.
- *Teachers administer formative and interim assessments that provide them with data in order to inform their instruction.
- *Interim and summative assessment results as well as teacher input are used to assist in the identification and placement of students into comprehensive intervention programs in both Language Arts and Math.
- *The Zane staff, in conjunction with parents, strives to become a premier middle school in northern California. To that end, we coordinate our educational efforts and goals by keeping the improvement of student learning as our focus.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

Eureka City Unified held a Public Hearing on September 15, 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0

Mathematics	6th-8th: Publisher CPM College Preparatory Math 6th-8th: CPM Publisher College Preparatory Math (CPM) 6th Core Connections Course 1 7th Core Connections Course 2 8th Core Connections Course 3 Adopted 2017 Adopted 2017	Yes	0
Science	6th: Pearson Prentice Hall Focus on Earth Science Adopted 2008 7th: Pearson/Prentice Hall Focus on Life Science Adopted in 2008 8th: Pearson/Prentice Hall Focus on Physical Science Adopted in 2008	Yes	0
History-Social Science	Teacher Curriculum Institute (TCI) Adopted 2017 6th History Alive, The Ancient World 7th History Alive, The Medieval World and Beyond 8th History Alive, The United States through Industrialism	Yes	0
Foreign Language	Descubre 1 Adopted 2018	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Zane went through a 3-year remodel, paid for by local school bond Measure S and state matching funds, which concluded in 2006. Because of this, we have a state-of-the-art campus, restrooms, classrooms and kitchen. All classrooms have updated heating systems and multiple internet outlets. The green lawns, improved soccer field and up to date playgrounds contribute to the overall feeling of luxury. We have a peek of the beautiful Humboldt Bay and enjoy the attractive nature that surrounds us.

Year and month of the most recent FIT report

11/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	C-12: Hole in doorway trim board needing to be filled and painted, counter edges chipped. C-14: Water stained ceiling tiles (4) C-15: Counter top chipped and stained.

School Facility Conditions and Planned Improvements

			<p>C-27: Counter edging missing</p> <p>C-41: Floor tile in need of replacement</p> <p>C-42: Floor tile in need of replacement</p> <p>C-43: Floor tile in need of replacement</p> <p>C-44: Currently used as storage, floor tile in need of replacement</p> <p>C-45: Floor tile in need of replacement</p> <p>C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken</p> <p>C-48: Floor tile in need of replacement</p> <p>C-51: Floor tile in need of replacement, window stop is delaminating, windows have deep scratches (2)</p> <p>C-52: Floor tile in need of replacement</p> <p>C-53: Floor tile in need of replacement</p> <p>C-54: Floor tile in need of replacement</p> <p>C-55: Floor tile in need of replacement</p> <p>C-56: Floor tile in need of replacement, hole cut in drywall ceiling workroom</p> <p>C-57: Floor tile in need of replacement</p> <p>C-58: Floor tile in need of replacement</p> <p>C-61: Ceiling tiles water stained (3)</p> <p>C-71: Floor tile in need of replacement, drinking fountain water turned off</p> <p>C-72: Floor tile in need of replacement, drinking fountain water turned off</p> <p>Library: Carpet seams pulling apart, water stained ceiling tiles (6)</p> <p>Office: Ceiling tiles water stained in principal office (1), reception office (5) and hallway (1). Carpet seams pulling apart</p> <p>P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1)</p> <p>Room 200: Torn carpet seam, carpet has large stains, one light bank out</p> <p>Room 201: Broken wall tile in restroom</p> <p>Student Restrooms: Plywood patches covering holes in FRP in both restrooms, strong urine smell and exterior/underside of fixtures stained with urine scale, food splatter on walls</p>
<p>Cleanliness:</p> <p>Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Boy's Locker Room: Exhaust fan vent is in need of cleaning in restroom</p> <p>C-24: Dry rot/Termite damage on wooden baseboard</p>

School Facility Conditions and Planned Improvements

			<p>Girl's Locker Room: Exhaust fan vent in need of cleaning, one of the toilet bases is not secure to floor</p> <p>Room 200: Torn carpet seam, carpet has large stains, one light bank out</p> <p>Student Restrooms: Plywood patches covering holes in FRP in both restrooms, strong urine smell and exterior/underside of fixtures stained with urine scale, food splatter on walls</p>
Electrical	X		<p>C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken</p> <p>P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1)</p> <p>Room 200: Torn carpet seam, carpet has large stains, one light bank out</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken</p> <p>C-71: Floor tile in need of replacement, drinking fountain water turned off</p> <p>C-72: Floor tile in need of replacement, drinking fountain water turned off</p> <p>Girl's Locker Room: Exhaust fan vent in need of cleaning, one of the toilet bases is not secure to floor</p> <p>Staff Lounge: Outside drinking fountain flow is low</p> <p>Staff Workroom:</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		<p>P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1)</p> <p>P-4: Dry rot on exterior siding</p> <p>Student Restrooms: Plywood patches covering holes in FRP in both restrooms, strong urine smell and exterior/underside of fixtures stained with urine scale, food splatter on walls</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Bus Stop Restroom: Entrance doors and frames in need of painting, metal trim in restrooms rusting out, FRP wall panels stained</p>

School Facility Conditions and Planned Improvements				
				C-51: Floor tile in need of repalcement, window stop is delaminating, windows have deep scratches (2) Cafeteria: Upper window vandalized with deep scratches

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent 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					

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parent involvement is an integral part of student achievement and there are many ways for parents to become involved in collaborating with Zane Middle School to facilitate their child's learning. Parents are invited to become members of various committees responsible for programmatic and fiscal decisions such as School Site Council and ELAC. In addition, Zane offers

2021-22 Opportunities for Parental Involvement

student-led conference once a year. This allows for parents, students, and staff to connect and focus on student progress. Parents and/or teachers may schedule additional parent conferences throughout the year based on the individual need of the student. Another way parents are invited to be involved in their child's education is through the student study team process in which a group of professionals and families collaborate around a student's specific needs. Parents are invited to attend after school performances and athletic events throughout the year showcasing student work and accomplishments. Typically Zane hosts parents and families for Back to School Night in September and for a School Information Night or "Open House" in January focusing on the programs offered at the middle school and how students and parents can be involved in their school community. Parents can volunteer in the library, the After School Program, and in classrooms. PTSA is another opportunity for parent membership and involvement. Participation is encouraged. Lastly, Zane hosts Awards Assemblies where students are recognized for academic achievement and attendance milestones. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Zane Middle School office.

Contact Information:

The main office at Zane Middle School handles a variety of student and parent needs ranging from attendance, athletics, student activities, clubs, finance, etc. You may call (707) 441-2470 to contact any office personnel. All teachers have an e-mail account and their addresses are available on the school website.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Zane has a comprehensive school safety plan which is updated annually. This plan includes a logistical lockdown and evacuation plan for several natural disasters and includes a student release plan. The safety plan now includes a component that address emergencies during a Public Safety Power Shutoff (PSPS). This comprehensive plan includes working to continually improve school climate by teaching students how to deal with conflict and make good choices. Zane Middle School staff implements and continually refines a school wide student behavior management system called Positive Behavioral Interventions and Supports (PBIS). The Zane PBIS team meets monthly and includes Certificated, Classified, Parent, and Administrative staff members. Staff receive ongoing training in the implementation of PBIS and Restorative Practices. During the 2021-22 school year, PBIS has been an instrumental system to support the re-entry of students to in person learning. For the 2021-22 school year, Zane Middle School has committed to implementing the use of Second Step curriculum to support students in the area of social and emotional learning which directly impacts the overall climate of Zane Middle School.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,099	\$1,604.47	\$5,495	\$49,589.5
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-46.6	-20.8
Percent Difference - School Site and State	N/A	N/A	-34.1	-41.7

2020-21 Types of Services Funded

As a Title 1 School, Zane offers many exceptional and supplemental programs in academics. Utilizing the RTI model, we have created strategic and intensive English Language Arts intervention classes to meet the needs of identified students requiring additional supports and reteaching. Students requiring this support attend a period of intervention but have the opportunity to exit this support class once they demonstrate mastery of concepts in the area of ELA. Zane also has a Math Intervention class for students identified as needing extra support in Math. Students in this support class are identified in the same manner of the ELA class and have the same opportunity of exiting. English Language Learners benefit from individualized instruction in English Language Development classes. This year the majority of ELD students are receiving support through a push-in model. Additionally, an EL tech works to support students and lower the teacher to student ratio while delivering targeted instruction to students based on the ELD level. Special Education supports students with Individualized Education Plans in Resource Classes or Special Day Class. Zane also has an outstanding afterschool program where students get academic support provided by Cal-SOAP tutors from Humboldt State University. As an AVID school, we support students with materials such as binders, planner, and other tools to aide in their success and implementation of AVID strategies. In addition, Zane is providing after school tutoring support by credentialed teachers three days a week to support students in their academic progress. Saturday School is an additional program that Zane has incorporated this year. The focus of Saturday school is to support students with other means of correction and academic support versus out-of-school suspension which may contribute to a student's academic struggles and engagement.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. The data includes results of CAASPP testing and district benchmark exams, results from the Academic Program Survey, CHKS, and site SWIS data. Additionally, teachers receive continuing professional development in the implementation of the Common Core State Standards. During the start of the 2021-22 school year, professional development focused on best practices and strategies for returning to in person learning and the use of Professional Learning Communities (PLC) to set goals and analyze student data to support student learning. Science teachers also participated in a day of training around Amplify, a curriculum selected to pilot during the 2021-22 school year. Throughout the year, staff developments occur every other Monday in a variety of areas: Department meetings, PLCs, Planning/Pacing, English Language Development, and Social Emotional Learning. Starting in the 2019-20 school year, Zane Middle School and Winship Middle School began a coordinated collaboration schedule to ensure equity of instruction, pacing, and common assessments to drive instruction. This collaboration and professional develop model has continued.

In addition to these opportunities, beginning teachers participate in the local NCTIP program guiding them through the induction process. This program allows for mentoring, professional development and growth of new teachers as they embark on their career.

In the first quarter of the school year, in conjunction with site administration, all teachers identify and document their educational goals and objectives related to the California Standards for the Teaching Profession.

Professional development is provided during after school workshops, through participation on district-wide committees, in programs and workshops at the Humboldt County Office of Education, and at conferences and department collaborations where teachers are released from classroom duties or compensated. Teachers are supported to implement what they learn by teacher-principal meetings, in-class coaching and collaborating with peers as a professional learning community.

Classified paraprofessional staff development is coordinated through modules relating to particular employment strands. The Humboldt County Office of Education provides on-going staff development addressing certificated personnel, classified personnel, pupil personnel services personnel, parents, and administrators

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Zoe Barnum High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Zoe Barnum High School
Street	216 W Harris Street
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 441-2468
Principal	Brad Albee
Email Address	albeeb@eurekacityschools.org
School Website	http://zoebarnum.eurekacityschools.org/
County-District-School (CDS) Code	12-75515-1232057

2021-22 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Fred Van Vleck Ed. D.
Email Address	vanvleckf@eurekacityschools.org
District Website Address	www.eurekacityschools.org

2021-22 School Overview

Mission Statement

Zoe Barnum High School, in partnership with the community, empowers all students to become productive, responsible citizens and lifelong learners prepared for an ever-changing world through an engaging, individualized, rigorous, education.

School Profile

The staff at Zoe Barnum High School is committed to the success of all of our students. Small class size allows teaching staff to develop close relationships with each student and to offer remediation in those subjects and areas where students may be struggling. The staff meets weekly to discuss concerns and to share the successes of our students. This collaboration among staff fosters a mutual awareness of students' progress and is a significant factor in their success. Non-teaching staff also works diligently to promote students success through mentoring students.

Recognizing and acknowledging student academic and social growth is a high priority at Zoe Barnum. Staff works closely with students to ensure they are informed of their academic standing and progress toward meeting graduation requirements. Weekly, a student is selected by staff as the Student of the Week. Each month one of the students is voted by staff to become the Student of the Month. The Southwest Rotary Club of Eureka partners with Zoe Barnum High School to form an Interact Club whose mission is to provide service to the local community. Our students work with Humboldt Sponsors, The Salvation Army, The Blood Bank, and local environment restoration groups, and Sequoia Park Zoo to mention just a few. Many Zoe Barnum students also work with the Trades Academy program from the Humboldt County Office of Education, to acquire skills in the industrial arts.

At Zoe Barnum High School we offer an alternative education with a small class setting, allowing us to cater to each student's individualized needs. We serve high school students sixteen to eighteen years of age who are seeking a diploma and flexible scheduling to meet both student and family needs. Zoe Barnum High School is located at the Lincoln Education Center, a newly renovated campus, centrally located in the heart of Eureka. Zoe Barnum High School is accredited by the Western Association of Schools and Colleges (WASC). In partnership with the community, Zoe Barnum High School empowers all students to become productive and responsible citizens. The entire staff works at mentoring lifelong learners prepared for an ever-changing world, through an engaging, individualized, and rigorous education. Zoe Barnum High School is committed to working collaboratively to prepare and support all students in meeting their educational and personal goals. Whether a student aspires to transition back to the traditional high school setting or plans on graduating with a California accredited diploma from

2021-22 School Overview

our program, we provide personalized instruction that prepares students for success in furthering their education in college, vocational training, or career.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Eureka City Unified held a Public Hearing in September 15, 2021 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	11th grade, They say I say-Academic Writing, adopted 2018	Yes	0
	12th grade, Uncharted Territory, A high School Reader, adopted 2018		

	<p>Edge Grammar & Writing; National Geographic, adopted 2011</p> <p>The Language of Composition; Bedford, Freeman, Worth, adopted 2011</p> <p>Literature (2009); McDougal Littell, adopted 2011</p> <p>World Mythology, NTC Publishing Group, adopted 1994</p> <p>The Glass Castle, adopted 2010</p> <p>Writing That Works, adopted 2012</p> <p>Of Mice and Men, adopted 2000</p> <p>Lord of the Flies, adopted 2006</p> <p>To Kill a Mockingbird, adopted 2001</p> <p>Shakespeare, adopted 1970</p> <p>McDougal Littell, Language of Literature, Grade 9, 2002</p> <p>McDougal Littell, Language of Literature, Grade 10, 2002</p> <p>Bedford, Language of Composition, Grade 11, 2002</p>		
Mathematics	<p>CA CC Algebra 1, adopted 2015</p> <p>Algebra Structures and Methods, McDougal Littell, adopted 2000</p> <p>Algebra 2, adopted 2012</p> <p>Geometry, Pearson, adopted 2011</p> <p>Algebra 2 Common Core, Pearson, 2012</p>	Yes	0
Science	<p>Earth Science; Glencoe, adopted 2006</p> <p>Biology, Miller Livine, 2007</p>	Yes	0
History-Social Science	<p>History Alive! Pursuing American Ideals, TCI, adopted 2018</p> <p>History Alive! World Connections by TCI Teacher Curriculum Institute (TCI); adopted 2017</p> <p>Economics- Econ Alive: The Power of 10, adopted 2011</p> <p>Econ Alive: The Path to Choose, 2010</p> <p>The Americans; McDougal Littell, adopted 2008</p> <p>United States Government: Democracy in Action; McGraw Hill Glencoe, adopted 2007</p>	Yes	0
Foreign Language			

Health	Health, Glencoe, 2003	No	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Our school moved to a new location in the fall of 2013. With the passing of a local bond measure our facility has completed its modernization process here at the Lincoln site. Construction teams worked on modernizing the multipurpose room and exterior wings of our facility. We are excited that a industrial kitchen was installed in order for our culinary program to have experience with industry standard equipment. The newly remodeled portions of the facility have brand new bathrooms, refinished floors, modernized independent heating units. Every classroom has uniform teaching stations, mounted classroom projectors, eight or more internet ports, wireless capability, and new LED lighting systems. The exterior east and south wings have been freshly painted. The school is clean and orderly.

The district's maintenance crew completes all work orders in a timely fashion. Work orders typically consist of minor upkeep and repair to ensure proper maintenance and keep all facility components in working order.

Year and month of the most recent FIT report

6/15/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Boy's Restroom: Two of four mirrors reflective coating failing C-12: One cracked and three damaged ceiling tiles, both doors not latching C-2: Window blinds damaged, holes in drywall from using tacks and staples C-3: Window blinds damaged, paint chipping on window ledges C-4: White board dented, drywall damaged Girl's Restroom: Two of four mirrors reflective coating failing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Kitchen: Sinks, counters and equipment in need of cleaning
Electrical	X			Staff Restroom: Exterior cover missing on GFI outlet
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Staff Workroom: Repair hole in soffit screen to prevent birds from nesting

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-12: One cracked and three damaged ceiling tiles, both doors not latching C-15: Playground in need of asphalt crack filler to help prevent weed growth and seal coated C-7: Classroom door not latching Exterior Boy's Restroom: Door not latching Main Office: Sub teacher bent metal door frame to restroom

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent 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					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent 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					

2020-21 Career Technical Education Programs

Our culinary program was highly successful in 2018-2019 and continues to improve in 2019-20. Our teacher is working with our local community college-College of the Redwoods, in order to articulate the coursework for the future. The class incorporates writing for the workplace into the curriculum.

Our students are able to take online assessments in order to guide them in career planning. We partner with Cal-SOAP which provides academic tutoring and college and career awareness activities and lessons to students. We refer students to Job Corps if we feel that they will benefit from the program's offerings.

We have partnered with the Humboldt County Office of Education to bring the Mobile Building Trades program to our campus twice monthly following monthly themes such as careers in water, electrical, metals, framing/construction and many other viable career opportunities.

Our school currently has two CTE credentialed teachers on staff.

We measure our student success through our graduation rate and school attendance.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Zoe Barnum parents are encouraged to participate in their student's education through a variety of means. They are welcome to call the school at anytime to check on their student's attendance, academic progress, or behavior. Parents have access to their child's grades, attendance, and the school bulletin through Power School, an electronic information system. We have had parents serve on the Parent Superintendent's Advisory Panel. We encourage parents to attend celebrations and school sponsored social events by personally contacting them and sending out invitations through the mail or through all call phone messages. In addition, parents are encouraged to observe classes, attend Back to School Night and Open House Nights, volunteer, and assist with the basketball team during the Coast League season. We welcome visitors and would be happy to share our successes with anyone in the community who is interested in learning more about our school.

Contact Information:

Parents or community members who wish to volunteer for School Site Council, school committees, school activities, or classroom tutoring may contact Zoe Barnum High School at (707) 441-2468. Contact Brad Albee, Principal at 707 441 2467.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
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			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
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				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
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		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2021-22 School Safety Plan

Students and staff continue to participate in more safety drills than the state mandates to ensure they are prepared for natural or man-made disasters. Our school participated in the Great American Shake out in October of 2020, and our science classes followed up with earthquake awareness lessons. At the beginning of the 2019-2020 school year, the Zoe Barnum teaching and support staff developed a plan in conjunction with Center for Independent Study staff to ensure we are as prepared as possible for any potential crisis whether by natural causes or by an intruder to our campus. Our safety plan includes, procedures for evacuation, identification of key personnel and their roles in relation to supervision of students, locating potential victims of the disaster and administering medical care, securing the safety of the facility, reuniting students with families, and working with local emergency agencies. In this process, we revised procedures and continue to practice for lock-down drills, fires, and earthquakes. The majority of our staff are CPR and First Aid certified due to their attendance in onsite and offsite certification training. We continue to prepare for any disaster through continued training, drills, and collaborations with other programs, our district office, and local emergency agencies in order to ensure the safety of our campus and the students we serve.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
Mathematics				
Science				
Social Science				

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$14,766	\$149	\$14,616	\$47,656
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	49.3	-24.7
Percent Difference - School Site and State	N/A	N/A	61.4	-45.5

2020-21 Types of Services Funded

A variety of student-support services are available to students from site, district and community personnel. Site administration, in partnership with the Eureka High School Counseling Office, provides a variety of academic, personal, and vocational counseling services. Additional academic tutoring and mentoring is provided by The California Student Opportunity and Access Program (CalSOAP) members in conjunction with our local community college, College of the Redwoods. Personal individual counseling may be accessed by students and families from Humboldt Child Care Council and Humboldt Family and Youth Services. Access to mental health services are available via the Bridges to Success grant which is a partnership of Eureka City Schools and the Humboldt County Department of Social Services. The Marshall Family Resource Center which works with homeless, foster, and other students in need, is housed on the Zoe Barnum site. A school nurse is on call and available to students as needed. Talent Search, a college culture advocacy program sponsored by Humboldt State University is on site weekly to assist students in preparing for college. This partnership allows students to prepare for SAT testing and provides organizational mentoring and college field trips. Our staff hosts a College of the Redwoods instant admissions workshop and Financial Aid planning on site several times during the school year in order to assist all interested students and their families with the process of completing financial aid and applying for college.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	
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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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Professional Development

Each year the school principal and teachers, in cooperation with district office staff, use data to determine the need for teacher and administrator professional development. We have been using local attendance and graduation rate data to determine if we are meeting our goals of dropout prevention.

Since the 2014-2015 school year, the following training opportunities were provided: Crisis Prevention Intervention (CPI), Constructing Meaning which encompasses backward planning, language development, Classroom engagement strategies using Doug Lemov's text, Teach Like a Champion; professional learning communities; using data systems to collect and analyze student data; planning and delivering effective teaching for English Language Development (ELD); and effective practices to improve classroom management and instruction. We have use the District's instructional coaches to work with staff on professional goals. Further training has included: Common Core, discipline updates, behavior strategies, SST skills, engagement strategies, and Cornell note taking. During the 2018-19 and 2019-20 school year, we had district wide training for all of our teachers on working with and using Unified Classroom, Differentiated Instruction, and Trauma Informed Classroom Practices.

At the beginning of the 2020-21 school year, our staff focused on distance learning and educational practices utilizing applications online to keep our students engaged in their learning. Our training was five days before school started with continuing education through staff meetings bi-monthly throughout the school year.

The focus for 2021-22 has been on project-based learning and developing student internships. Working with Big Picture Learning, the school has undergone a major transition to interest-based learning. Students are developing their own education by working to get an internship in the local community and learning necessary work skills and developing projects in the businesses they choose. This transition involves classroom scheduling, transportation, project-based learning, credit accounting and many other details. Students will begin going out and working at internships as soon as the Spring of 2022.

Professional development is provided through after school workshops, through participation on district-wide committees, at conferences and on days teachers are released from classroom duties. Teachers are supported to implement what they learn by teacher-principal meetings, in-class coaching and collaborating with peers, and as a professional learning community.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of the 2021-2022 School Plan for Student Achievement (SPSA) for Title I Schools

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the School Plan for Student Achievement (SPSA) for Alice Birney, Grant, Lafayette, Washington, Winship, Zane, and Zoe Barnum High School..

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates.

California Education Code (EC) Section 64001 requires that a School Site Council (SSC) develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annually.

STRATEGIC PLAN/PRIORITY AREA:

Governance and Policy updating is not reflected in the Strategic Plan Priority Area 1, 2, 3, 5, 6, 7, 8

HISTORY *(list previous staff or board action(s) with dates if possible)*

Annually, each school's SPSA is developed by each SSC and brought before the Board for approval.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost to the District.

WHO*(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- ▣ Alice Birney SPSA
- ▣ Grant SPSA
- ▣ Lafayette SPSA
- ▣ Washington SPSA
- ▣ Winship SPSA
- ▣ Zane SPSA
- ▣ Zoe SPSA
- ▣ Signature Page - Winship
- ▣ Signature Page - Grant
- ▣ Signature Page - Washington
- ▣ Signature Page - Zane
- ▣ Signature Page - Lafayette



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alice Birney Elementary School	12-75515-6007751	02/24/2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Alice Birney's School Plan for Student Achievement includes research-based actions which can result in improvement of student achievement. Goals have been aligned with Eureka City Schools' Strategic Plan and LCAP, which also align with Federal Program funding requirements.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council met on October 27, 2021 to review the SPSA final draft. English Learner Advisory Committee rescheduled their meeting for December 7 due to no attendance. At this meeting, stakeholders reviewed previous year's data, discussed Alice Birney's academic and school climate, and elicited input. School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the draft budget. Stakeholders voted to approve October 27, 2021 at the Site Council meeting. Due to COVID, 2021-2022 meetings are being hosted in person as well as virtual.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	6.98%	5.91%	6.0%	27	24	23
African American	3.1%	3.94%	4.2%	12	16	16
Asian	16.54%	18.97%	18.9%	64	77	72
Filipino	%	0%	%		0	
Hispanic/Latino	34.63%	34.24%	33.9%	134	139	129
Pacific Islander	1.03%	2.46%	2.9%	4	10	11
White	26.1%	23.15%	21.8%	101	94	83
Multiple/No Response	11.63%	11.33%	12.3%	45	46	47
Total Enrollment				387	406	381

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	95	112	60
Grade 1	60	70	88
Grade 2	59	57	63
Grade3	54	53	51
Grade 4	61	59	57
Grade 5	58	55	62
Total Enrollment	387	406	381

Conclusions based on this data:

1. Implement a conference with interdistrict requesting families. Document and collect data. Increase of enrollment has happened this year. Continue efforts of outreach with Facebook, PTA
2. Increase family events and supports this year with PTA and social worker and interns. Monthly school-wide distributions around a theme and activity- post on our social media. Increase public knowledge of Alice Birney. Use pillar team to involve teachers. Monthly event around community and academics.
3. Develop School Attendance Review Team with clerk, CARE, and admin. Refer to SARB and SST process

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	149	163	149	38.5%	40.1%	39.1%
Fluent English Proficient (FEP)	5	11	7	1.3%	2.7%	1.8%
Reclassified Fluent English Proficient (RFEP)	0	7	5	0.0%	4.7%	3.1%

Conclusions based on this data:

1. The percentage of English Learners enrolled at Alice Birney remains consistent through the years, highlighting the need to continue high level services to this subgroup. Increase services to TK-1 grade students to decrease learning loss in virtual platform.
2. Oral practice scores were the most consistent on the ELPAC; oral practice will continue as a pillar of ELD instruction.
3. Provide direct services to newcomers, non-native speakers of Spanish will receive bilingual support as students transition back into school. Increase bilingual services to families.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	66	54	78	63	54	78	63	54	97.5	95.5	100
Grade 4	57	60	60	56	57	60	56	57	60	98.2	95	100
Grade 5	59	54	62	59	53	60	59	53	60	100	98.1	96.8
All Grades	196	180	176	193	173	174	193	173	174	98.5	96.1	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2366.	2378.	2350.	6.41	4.76	5.56	11.54	19.05	7.41	23.08	38.10	22.22	58.97	38.10	64.81
Grade 4	2442.	2407.	2411.	12.50	7.02	6.67	26.79	17.54	15.00	23.21	14.04	25.00	37.50	61.40	53.33
Grade 5	2425.	2440.	2415.	3.39	5.66	5.00	15.25	20.75	16.67	23.73	26.42	11.67	57.63	47.17	66.67
All Grades	N/A	N/A	N/A	7.25	5.78	5.75	17.10	19.08	13.22	23.32	26.59	19.54	52.33	48.55	61.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	4.76	5.56	39.74	50.79	37.04	52.56	44.44	57.41
Grade 4	14.29	10.53	8.33	50.00	33.33	41.67	35.71	56.14	50.00
Grade 5	10.17	15.09	5.08	33.90	37.74	37.29	55.93	47.17	57.63
All Grades	10.36	9.83	6.36	40.93	41.04	38.73	48.70	49.13	54.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.41	3.17	7.41	32.05	44.44	22.22	61.54	52.38	70.37
Grade 4	10.71	8.77	1.69	55.36	33.33	57.63	33.93	57.89	40.68
Grade 5	6.78	9.43	6.78	35.59	41.51	28.81	57.63	49.06	64.41
All Grades	7.77	6.94	5.23	39.90	39.88	36.63	52.33	53.18	58.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.13	1.59	9.26	52.56	69.84	50.00	42.31	28.57	40.74
Grade 4	5.36	7.02	6.67	69.64	68.42	66.67	25.00	24.56	26.67
Grade 5	3.39	7.55	5.08	61.02	60.38	47.46	35.59	32.08	47.46
All Grades	4.66	5.20	6.94	60.10	66.47	54.91	35.23	28.32	38.15

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	9.52	9.26	48.72	57.14	29.63	43.59	33.33	61.11
Grade 4	25.00	8.77	8.33	50.00	56.14	43.33	25.00	35.09	48.33
Grade 5	3.39	7.55	5.08	40.68	47.17	32.20	55.93	45.28	62.71
All Grades	11.40	8.67	7.51	46.63	53.76	35.26	41.97	37.57	57.23

Conclusions based on this data:

1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. Integration of special education students into areas of strengths will focus on primary grades this year.
2. A strong reading program has been purchased and implemented TK-5. An LLI intervention program will align with the classroom guided reading program.
3. Instructional support in TK-2 grade classrooms for small group instruction, while focusing reading specialist on 2-5th grade students. Designing a strong word study and writing component of reading program.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	65	54	78	63	54	78	63	54	97.5	96.9	100
Grade 4	57	60	60	56	56	59	56	56	59	98.2	93.3	98.3
Grade 5	59	54	62	59	53	60	59	53	60	100	98.1	96.8
All Grades	196	179	176	193	172	173	193	172	173	98.5	96.1	98.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2394.	2354.	2.56	4.76	5.56	19.23	23.81	5.56	25.64	26.98	20.37	52.56	44.44	68.52
Grade 4	2465.	2436.	2432.	12.50	1.79	3.39	25.00	21.43	16.95	37.50	42.86	45.76	25.00	33.93	33.90
Grade 5	2468.	2475.	2454.	5.08	15.09	5.00	10.17	15.09	20.00	47.46	28.30	18.33	37.29	41.51	56.67
All Grades	N/A	N/A	N/A	6.22	6.98	4.62	18.13	20.35	14.45	35.75	32.56	28.32	39.90	40.12	52.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.41	11.11	5.56	34.62	36.51	20.37	58.97	52.38	74.07
Grade 4	26.79	7.14	11.86	33.93	35.71	27.12	39.29	57.14	61.02
Grade 5	13.56	18.87	11.67	37.29	24.53	31.67	49.15	56.60	56.67
All Grades	14.51	12.21	9.83	35.23	32.56	26.59	50.26	55.23	63.58

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.13	4.76	5.56	50.00	52.38	38.89	44.87	42.86	55.56
Grade 4	19.64	7.14	6.78	44.64	51.79	47.46	35.71	41.07	45.76
Grade 5	5.08	15.09	8.33	38.98	33.96	38.33	55.93	50.94	53.33
All Grades	9.33	8.72	6.94	45.08	46.51	41.62	45.60	44.77	51.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	11.11	5.56	42.31	52.38	29.63	50.00	36.51	64.81
Grade 4	19.64	3.57	6.78	44.64	50.00	45.76	35.71	46.43	47.46
Grade 5	3.39	7.55	10.00	47.46	49.06	36.67	49.15	43.40	53.33
All Grades	9.84	7.56	7.51	44.56	50.58	37.57	45.60	41.86	54.91

Conclusions based on this data:

1. All populations showed an increase in math scores this year. Continued efforts to align a continuum of instruction in best math practices utilizing the adopted curriculum, as well as teachers receiving coaching support, will be necessary.
2. To further increase mathematics comprehension, Alice Birney will hire math intervention teacher to run small group instruction.
3. Providing increase training around IEP and differentiating instruction, as well as inclusive practices

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1417.3	1413.3	1436.3	1428.6	1372.5	1377.8	34	25
Grade 1	1469.7	1454.7	1466.5	1466.9	1472.3	1442.2	24	25
Grade 2	1472.2	1487.9	1471.1	1486.7	1472.8	1488.6	30	21
Grade 3	1502.6	1484.1	1491.9	1476.0	1513.1	1491.8	27	25
Grade 4	1530.3	1535.0	1529.1	1525.6	1531.0	1544.1	24	22
Grade 5	1548.6	1540.3	1542.7	1534.1	1553.8	1546.2	19	20
All Grades							158	138

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.00	*	24.00	35.29	60.00	*	8.00	34	25
1	*	4.00	54.17	68.00	*	16.00	*	12.00	24	25
2	36.67	9.52	43.33	61.90	*	28.57		0.00	30	21
3	*	4.00	40.74	40.00	*	52.00	*	4.00	27	25
4	*	36.36	50.00	54.55	*	9.09	*	0.00	24	22
5	*	30.00	*	50.00	*	15.00		5.00	19	20
All Grades	30.38	14.49	43.04	49.28	21.52	31.16	*	5.07	158	138

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.24	12.00	38.24	28.00	*	52.00	*	8.00	34	25
1	50.00	24.00	*	32.00	*	36.00		8.00	24	25
2	50.00	23.81	40.00	61.90	*	14.29		0.00	30	21
3	*	20.00	*	48.00	*	20.00	*	12.00	27	25
4	45.83	50.00	50.00	40.91	*	9.09		0.00	24	22
5	57.89	60.00	*	30.00		5.00		5.00	19	20
All Grades	44.94	30.43	39.87	39.86	11.39	23.91	*	5.80	158	138

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.00	*	0.00	47.06	72.00	35.29	20.00	34	25
1	*	8.00	*	28.00	*	44.00	*	20.00	24	25
2	36.67	4.76	*	61.90	*	23.81	*	9.52	30	21
3	*	4.00	40.74	20.00	40.74	64.00	*	12.00	27	25
4	*	31.82	*	40.91	*	22.73	*	4.55	24	22
5	*	20.00	*	20.00	*	50.00	*	10.00	19	20
All Grades	22.15	12.32	29.75	27.54	29.11	47.10	18.99	13.04	158	138

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.94	8.00	41.18	88.00	*	4.00	34	25
1	75.00	48.00	*	48.00		4.00	24	25
2	50.00	42.86	46.67	57.14	*	0.00	30	21
3	*	4.00	44.44	76.00	*	20.00	27	25
4	*	31.82	58.33	68.18		0.00	24	22
5	57.89	20.00	*	75.00	*	5.00	19	20
All Grades	50.63	25.36	42.41	68.84	6.96	5.80	158	138

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.24	16.00	52.94	72.00	*	12.00	34	25
1	*	12.00	54.17	80.00	*	8.00	24	25
2	46.67	28.57	50.00	71.43	*	0.00	30	21
3	55.56	44.00	*	44.00	*	12.00	27	25
4	70.83	68.18	*	31.82	*	0.00	24	22
5	73.68	85.00	*	10.00		5.00	19	20
All Grades	52.53	40.58	42.41	52.90	*	6.52	158	138

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.00	67.65	84.00	*	12.00	34	25
1	45.83	12.00	*	68.00	*	20.00	24	25
2	40.00	4.76	*	71.43	*	23.81	30	21
3	*	0.00	66.67	68.00	*	32.00	27	25
4	*	31.82	54.17	50.00	*	18.18	24	22
5	*	30.00	57.89	50.00	*	20.00	19	20
All Grades	25.32	13.04	52.53	65.94	22.15	21.01	158	138

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.00	55.88	52.00	32.35	40.00	34	25
1	*	8.00	66.67	80.00	*	12.00	24	25
2	*	9.52	60.00	90.48	*	0.00	30	21
3	*	12.00	66.67	84.00	*	4.00	27	25
4	62.50	40.91	*	54.55	*	4.55	24	22
5	*	20.00	*	70.00		10.00	19	20
All Grades	31.01	15.94	55.70	71.74	13.29	12.32	158	138

Conclusions based on this data:

1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. For greater gains, teachers who have been trained in CM will need more support to implement strategies more deeply in their Integrated ELD program.
2. Increase number of in person ELPAC testing administrations as possible. Provide safe testing conditions as per our site specific protection plan.
3. Increase minutes for TK-K students to decrease oral learning loss during virtual platform.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
406	89.7	40.1	3.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	40.1
Foster Youth	15	3.7
Homeless	41	10.1
Socioeconomically Disadvantaged	364	89.7
Students with Disabilities	71	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.9
American Indian	24	5.9
Asian	77	19.0
Hispanic	139	34.2
Two or More Races	46	11.3
Pacific Islander	10	2.5
White	94	23.2

Conclusions based on this data:

1. Alice Birney has a significant number of English Learners (39.7%) who are in need of Designated ELD provided by a highly trained ELD teacher and Integrated ELD provided by the classroom teacher.
2. Alice Birney student population consists of roughly 75% students of color. Culturally relevant materials and instructional strategies must be of high priority.





3. With 93% SED and 19% homeless, Alice Birney staff must be trained and routinely practice culturally responsive and trauma informed instruction. The school also must provide supports for students in crisis. Social worker and interns have become a part of our Student Study Team process, and tiered interventions/supports for students/families.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Mathematics has been the area of growth for Alice Birney students since the adoption of a Common Core aligned math program, enabling teacher collaboration and correlation. Teachers need to be supported in continuing implementation of the program.
2. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue.
3. Alice Birney staff has needed to take a closer look at providing Other Means of Correction to decrease suspension rates. Providing social emotional support through Second Step, PBIS, and reaching out to community mental health and other service agencies is a critical component to decreasing suspension rates and strengthening students' connectedness to school. Social Emotional development will be embedded through our garden project into ELA/math literacy.

School and Student Performance Data

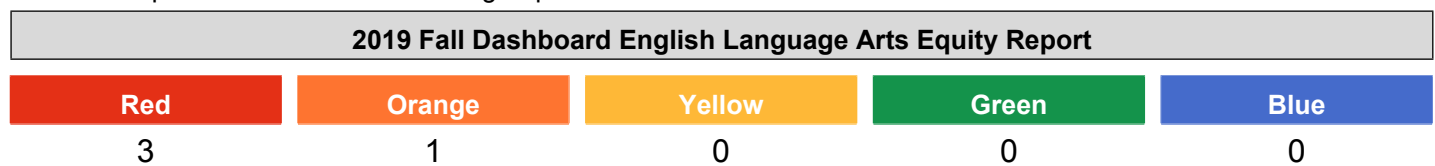
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 75.5 points below standard Declined -14.5 points 164	 Red 81.3 points below standard Declined Significantly -18.6 points 71	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 74.7 points below standard Declined -7.5 points 25	 Red 77.1 points below standard Declined -11.3 points 150	 No Performance Color 136.7 points below standard Declined -8.7 points 23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 145.7 points below standard 11	 No Performance Color 51.3 points below standard Increased ++9 points 29	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.5 points below standard Declined -10.8 points 62	 No Performance Color 109.7 points below standard Declined Significantly -47.1 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Red 77.6 points below standard Declined Significantly -18.5 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.2 points below standard Declined Significantly -19 points 64	Less than 11 Students - Data Not Displayed for Privacy 7	71.1 points below standard Declined -11.6 points 93

Conclusions based on this data:

1. Digging deeper into ELA progress, the subgroup that has made gains in ELA is Alice Birney's English Learner population since the adoption and training in EL Achieve curriculum (Systematic ELD) and instruction (Constructing Meaning). Employing Designated ELD teachers and supporting this program needs to continue. For greater gains, teachers who have been trained in CM will need more support to implement strategies more deeply.
2. All teachers need to be trained in, receive support for, and collaborate regularly focusing on effective reading and writing curriculum and instruction for all students. A common core aligned adoption should help facilitate this process. Guided reading professional learning community PLC this year, will allow teachers to build capacity in small targeted reading instruction.
3. Pending an ELA adoption, services such as (Tier 2) Reading Intervention and (Tier 1) literacy technicians are necessary to support students' reading and writing skills development.

School and Student Performance Data

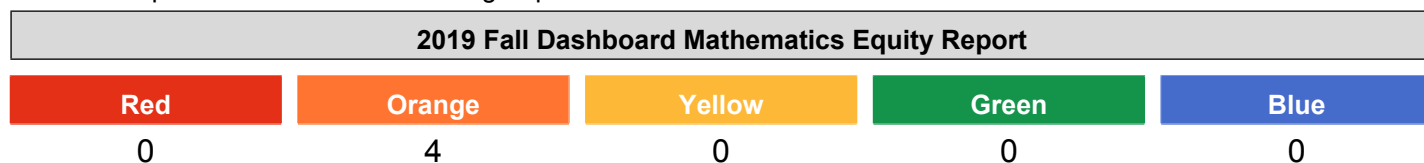
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Orange		Orange		No Performance Color	
66.3 points below standard		66.7 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined Significantly -22.2 points		Declined Significantly -24.1 points		6	
163		71			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		No Performance Color	
73.5 points below standard		68.5 points below standard		111.6 points below standard	
Declined Significantly -36.1 points		Declined Significantly -21.7 points		Declined Significantly -44.4 points	
25		149		23	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 121.6 points below standard 11	 No Performance Color 46.7 points below standard Maintained ++1.6 points 29	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 62.4 points below standard Declined Significantly -20.5 points 61	 No Performance Color 93.6 points below standard Declined Significantly -42.9 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 64.2 points below standard Declined Significantly -24.3 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
72.3 points below standard Declined Significantly -20.3 points 64	Less than 11 Students - Data Not Displayed for Privacy 7	66 points below standard Declined Significantly -19.6 points 92

Conclusions based on this data:

1. All populations showed an increase in math scores this year. Continued efforts to align a continuum of instruction in best math practices utilizing the adopted curriculum, as well as teachers receiving coaching support, will be necessary.
2. To further increase mathematics comprehension, Alice Birney's literacy techs could be of assistance during math instruction- for math literacy. Providing office hours in virtual classroom to provide math assistance to both students and families as questions arise.

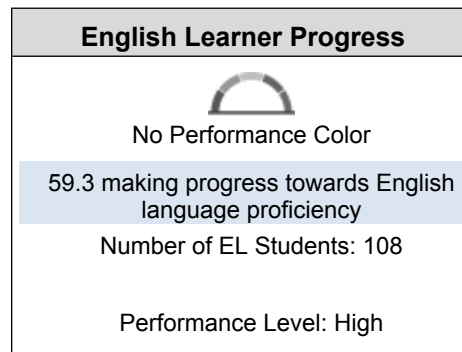
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.0	28.7	4.6	54.6

Conclusions based on this data:

1. Efforts must be made to increase EL's ELA progress through targeted and frequent use of Constructing Meaning strategies 3rd through 5th grade, as well as providing Designated ELD instruction by staff trained in Systematic ELD.
2. Actions and Services need to focus on providing support for students in all Proficiency categories. Newcomers will be provided with direct transitional support in distance learning to access platform.
3. Classroom teachers need to focus efforts on high leverage instructional strategies, such as Structured Student Talk and vocabulary development, as well as providing authentic experiences to develop language skills and increase comprehension as a part of their Integrated ELD program.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

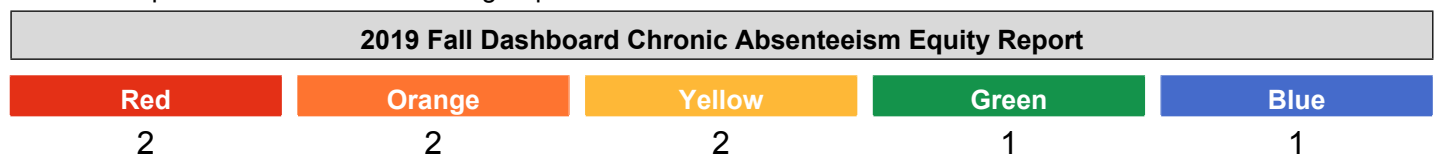
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 16.9 Declined -0.7 415	English Learners  Blue 4.6 Declined Significantly -4 151	Foster Youth  No Performance Color 13.6 Declined -8.6 22
Homeless  Red 30.4 Increased +5.7 69	Socioeconomically Disadvantaged  Yellow 15.8 Declined -1.4 387	Students with Disabilities  Yellow 17.2 Declined -4.5 64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 30.8 Increased +23.1 13	American Indian  No Performance Color 30.3 Increased +13.6 33	Asian  Orange 10.6 Increased +4.5 66	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Green 4.5 Declined -7.9 133	Two or More Races  Red 22 Increased +4.5 50	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Orange 27.2 Declined -3.1 114

Conclusions based on this data:

1. Alice Birney staff needs to focus efforts on increasing Kindergarten and students with disabilities attendance rates.
2. Alice Birney staff needs to increase students' feeling of connectedness to school through building and maintaining relationships with students and employing culturally responsive practices.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

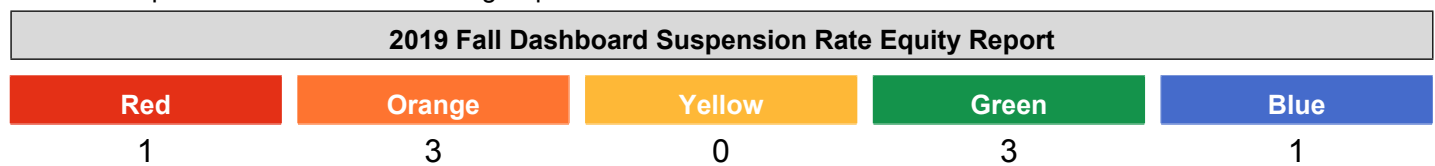
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 4 Increased +0.9 428	English Learners  Green 0.7 Declined -0.6 152	Foster Youth  No Performance Color 17.4 Increased +10.5 23
Homeless  Red 8.2 Maintained 0 73	Socioeconomically Disadvantaged  Orange 4.1 Increased +0.8 394	Students with Disabilities  Orange 4.5 Increased +1.3 66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American No Performance Color 13.3 Increased +13.3 15	American Indian No Performance Color 18.2 Increased +14 33	Asian Blue 0 Maintained 0 66	Filipino No Performance Color Less than 11 Students - Data 1
Hispanic Green 1.5 Declined -1.5 136	Two or More Races Green 1.9 Declined -4.7 52	Pacific Islander No Performance Color Less than 11 Students - Data 6	White Orange 5 Increased +1.1 119

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.1	4

Conclusions based on this data:

1. Efforts must be made to decrease the suspensions of students of two or more races. Digging into the data to identify these students and research the causes for suspension will be a first step.
2. Alice Birney staff will need to continue efforts to increase school connectedness through culturally responsive practices.
3. Alice Birney staff will need to put into practice more Other Means of Correction strategies and reach out to community agencies for more assistance. Social work and interns outreach will be utilized.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1- All students will demonstrate college and career readiness in clean and modernized schools.

Goal 1

Goal 1- All students will demonstrate college and career readiness in clean and modernized schools.

Identified Need

Students need greater exposure and instruction in the Common Core State Standards in ELA.
Students need access to materials and rich experiences at school.
Students who are English Learners and students who are struggling to learn to read need access to appropriate services and supports.
Teachers need greater support for Tier 1 classroom instructional strategies and assistance with providing targeted Tier 2 and 3 instructional supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3-5 ELA CAASPP	less than 25% met/exceeded in 2020-2021	5% increase proficiency on CAASPP
K-3 Benchmark Assessment System (BAS)	TBD	All students grow one year on BAS
3-5 Math CAASPP	less than 30% met/exceeded in 2020-2021	5% increase proficiency on CAASPP
CHKS both parents and students	connectedness less than 60%	Over 80% connectedness to school/ personnel

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

1) Select, acquire and implement curriculum: CCSS aligned, ELD, class sets for use at school, and replacement materials
Principal, Leadership Team, Intervention and ELD Teachers

Includes purchasing ELA or Math supplementary materials and intervention support materials for targeted subgroups.

Copier maintenance

Includes building background experiences, school wide programs and field trip

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,000	Title I
	Title I
	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide .2 ELD teacher

Learning loss due to virtual platform; oral practice for TK-1 students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide library technician hours

Oversee library collection

Chromebook inventory and checkout

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide literacy technicians and instructional aide support in classroom - extra hours than district allotment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

40,000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarteners

Strategy/Activity

ELK and Inclusion academies in August
Launch the year with one week of social, academic routines of kindergarten

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide release time and/or paid outside of contract time for certificated and classified collaboration and professional development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide a robust SST team process

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

[provide CARE specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Employing an ELD teacher has supported efforts to increase proficiency for our English Learners, the one subgroup who made gains in ELA this year. Moreover, literacy continues to be an area of improvement, and with over 60% English Learner population, continuous support of EL will provide opportunities.

Providing the English Learner Kindergarten Academy has supported our incoming students and their families to feel connected and prepared for the start of the school year. In line with our vision of inclusive practices, we included special education students entering kinder to visit campus the week before school started for SOAR. As surveyed with students and families, building a strong social emotional curriculum connected to our garden and core subjects. Building outdoor areas to learn and increase our PE/ Bike resources are two other areas to focus funding. All these areas ensured a successful launch and progression of the year. Distance learning was a struggle. We implemented the Eagle's Nest to intervene in student engagement attendance concerns.

We were able to provide the following instructional aide support/ literacy technician support to TK-3 classrooms:

TK-2 5 hours a day

3rd 1.5 hours a day

4-5th : reading interventionist

Library tech is building a stronger library. Redecorating the room to make it more inviting and student-centered will be the first step. Oversight of Chromebook classroom sets is a new system this year. Online book fairs will be hosted this year. Reading thematic picture books for classrooms is also another role.

Release time was difficult with distance learning and the substitute shortage. Next year, we will have a site-based roving sub to mitigate this issue. Online PLC's allowed teachers to reflect on their practice around guided reading while teaching virtually. This was an advantage as we could meet teachers/coaches across the district.

CARE is a crucial role for academic and behavioral success for both students and teachers. CARE, Behavior Support Aide and administrator make a strong team for behavior response. The social worker and intern provide direct support for social/emotional development curriculum. Working with classrooms around Second Step is a goal this year, as last year, we were unable to provide a strong social/ emotional development curriculum when they only attended 2.5 hours a day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to substitute shortages, we were unable to train around ELA curriculum. The tools we had were not as widely use in a virtual platform. 4-5th grade teachers used their prep time to run a professional learning community led by CARE around Phonics, word study. We acquired Independent reading libraries for TK-2 grade classrooms. Guided reading materials increased so students can use during the week.

Student study team process is stronger. A Google Drive and system is in place. A weekly review of students needs is done with CARE and administrator. A process has been communicated and reviewed with the teachers. Teachers are using the referral process for academic, behavior, and attendance. These SST provide authentic opportunities to connect with families and build effective intervention plans.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Metrics Changes: Adding the BAS for K-3rd grade teachers as an assessment of reading progress utilizing the new ELA adoption for those grade levels.

Strategies/Activities:

#2 Increase Library Tech hours to 5 hours

#3 May need to reconsider providing funds in this area due to lack of qualified applicants, high turnover, and lack of expected academic gains, as well as a possible increase in need in other areas.

#4 Add release time for teachers to collaborate and to work with CARE Specialist.

#7 Add a CARE Specialist to assist teachers in providing highly effective instruction and classroom management and in implementing Tier 2 supports.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2- All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2

Goal 2- All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Identified Need

Students need to feel connected to and valued at school.
Students need to attend school regularly.
Students need to be given the opportunity to learn appropriate school behaviors that will lead to their success.
Staff needs support and training in implementing PBIS, Other Means of Correction (rather than suspension), Tier 2 and 3 behavioral support implementation, and trauma informed practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	17.6% students who are chronically absent	3% decrease in students who are chronically absent
Incident Management	3.1% students suspended	Maintain below 3% of students suspended
CA Healthy Kids Survey	54% of students who report that they have a caring adult on campus	5% increase in students who report that they have a caring adult on campus

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide stipends for Pillar Team members
Pillar Team will focus on data, instruction, curriculum, and culture
Activities for both staff and students in each trimester - families together doing activities is the goal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide social emotional support for students through the use of our community gardens

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Build strong motor development, PE and playground equipment room

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Robust SST process, purchase social /emotional tools for classroom/home as needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EI families

Strategy/Activity

Increase interpreter services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Develop unit of study that address equity and creates an anti-racist school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all

Strategy/Activity

Design and purchase inclusive playground equipment
--

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all

Strategy/Activity

CARE specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Establishing a strong PBIS team and system of organization. PBIS team was able to create rotation stations around virtual expectations, and when we returned to in person instruction, the expectation station reflected the new expectations. The Eagle's Nest was designed to support 2-5th grade students who lacked engagement and attendance in virtual platform. Stamina awards were given monthly from each teacher. A student and family were recognized for their ability to stick to their goals. A virtual slideshow was posted each month on Google Classroom and Facebook. A school wide garden project was introduced to students in June. We will launch one per trimester next year. A garden curriculum is designed per grade level with a quote and action. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community helping students to feel a part of the school community and reduce behaviors. The use of ASLUP and targeting lagging skills is also a focus. Social work and intern, as well as CARE have created a tiered approach to behavior- both reactionary and proactive. Inclusive practices timeline has been created at the end of this year. A presentation to staff will occur next year. A team set learning objective for inclusive practices. ELD teachers will attend IEP's and explain the ELPAC to families. ELD teachers will train Special education teachers around the ELPAC. Both Resource and SAI minutes will be served inside and

outside the classroom. Staff reached out regularly to families. Google Classroom provided an avenue for parents to connect to teachers. SEESAW and Razkids provided independent practice for students daily.

In addition, there has been a concerted effort to reduce absenteeism and tardies. We designed the Eagle's Nest for 2-5th grade students unable to attend virtual platform either due to engagement or lack of attendance. As a school, we created a compelling scoreboard to track data and address issues. Attendance Student Study Teams and referrals to SARB increased in the 2020-2021 school year in order to address barriers preventing students from regularly attending school. Use of social worker and intern to do home visits and family outreach. Teachers focused on ELA/ Math and social/emotional development.

CARE specialist will provide both academic and behavioral support for teachers and students. Ongoing professional development happens to target individual teacher needs. CARE oversees SST process, assists with all collaboration days. This was a success for us with the sub shortage. Both CARE and administrator substituted weekly. Next year, we will have a site based roving sub to mitigate this issue.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PBIS focused on staff well being, as survey of staff reflected this goal. A monthly calendar of events for self care was designed and implemented. Outside of expectation stations for the virtual platform and in person instruction routines as well, the PBIS collected less data. Data related to attendance, SEESAW or Epic participation and academic proficiency. Student study team process reflected more attendance issues, as this was the greatest need.

Social work intern and social /emotional development program was implemented when we returned to face to face instruction. Outreach to families around hot spots and chromebooks was put in place immediately this year. More difficult to use funding for allotted activities as we were not in person nor allowed per guidelines to eat at school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Staff will survey families and students this year. CHKS provided information for 5th grade students and families only.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$135,000.00

Subtotal of additional federal funds included for this school: \$135,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$57,000.00

Subtotal of state or local funds included for this school: \$57,000.00

Total of federal, state, and/or local funds for this school: \$192,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kristin Sobilo	Principal
Holly McLaughlin	Classroom Teacher
Pam Brittenburg	Classroom Teacher
Tina Toomata	Other School Staff
Cara Cordoni	Parent or Community Member
Irene Anderson	Parent or Community Member
Katee Robertson	Parent or Community Member
Erika Castillo	Parent or Community Member
Roxana Stengl	Classroom Teacher
Armida Martinez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:


Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/27/2021.

Attested:

	Principal, Kristin Sobilo on
	SSC Chairperson, Cara Cordoni on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grant Elementary School	12-62752-6007777	November 10, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids survey was administered to students 5th grade students during the 2019-2020 school year. Results indicate that work needs to be done to include students in decision making, making them feel safe and connected to school and increasing student motivation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site and district staff were conducted on a regular basis. Site goals around school climate were a focus. Observations indicate a need for staff professional development on positive behavior interventions and supports, restorative practices, classroom management and support for implementing Core Curriculum.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Eureka City Schools Elementary team was trained in elements of the district LCAP. The county coordinator along with District and Site coaches/staff facilitated trainings for staff to analyze our CAASPP data. Our school grade level teams set goals for student improvement that are based on the CAASPP results and are aligned with the districts LCAP goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Grant School provides rigorous curriculum for its 250 students with 11 regular education classroom teachers, one Special Day Class Teacher, one Resource Specialist Teacher, one EL/Reading Intervention Teacher, and one TOSA. Student instruction is supported by the services of a speech therapist, a school psychologist, student services coordinator, and a school nurse. Other personnel include our principal, a school secretary, a library technician, literacy technicians, a clerk typist, two custodians, a food service worker, four cafeteria/playground monitors, an after-school program coordinator, and recreation leaders.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council met to review 2020-2021 data on October 20th. At this meeting, stakeholders reviewed previous year's data, discussed Grant's academic and school climate, and input was elicited. At a meeting on November 10th, School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the School Plan for Student Achievement on November 10th.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	5.94%	5.84%	4.1%	17	16	10
African American	3.15%	2.92%	1.6%	9	8	4
Asian	11.54%	11.68%	13.1%	33	32	32
Filipino	0.35%	0%	%	1	0	
Hispanic/Latino	26.22%	23.36%	25.3%	75	64	62
Pacific Islander	1.05%	0.73%	0.4%	3	2	1
White	38.46%	43.07%	43.3%	110	118	106
Multiple/No Response	13.29%	12.41%	11.8%	38	34	29
Total Enrollment				286	274	245

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	48	35	34
Grade 1	44	43	27
Grade 2	49	42	43
Grade3	48	51	43
Grade 4	51	48	47
Grade 5	46	55	51
Total Enrollment	286	274	245

Conclusions based on this data:

1. Grant's enrollment has declined.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	60	60	51	21.0%	21.9%	20.8%
Fluent English Proficient (FEP)	6	4	9	2.1%	1.5%	3.7%
Reclassified Fluent English Proficient (RFEP)	0	0	6	0.0%	0.0%	10.0%

Conclusions based on this data:

- Continued support is needed in this area.
- EL Tech support provided through Title I to support this need.
- Students continue to need specific instruction in the area of language acquisition.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51	54	47	51	53	46	51	53	46	100	98.1	97.9
Grade 4	52	50	54	51	50	52	51	50	52	98.1	100	96.3
Grade 5	52	50	49	51	49	48	51	49	48	98.1	98	98
All Grades	155	154	150	153	152	146	153	152	146	98.7	98.7	97.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2374.	2422.	7.84	9.43	19.57	29.41	9.43	23.91	27.45	32.08	34.78	35.29	49.06	21.74
Grade 4	2419.	2434.	2414.	5.88	12.00	5.77	19.61	22.00	23.08	31.37	30.00	19.23	43.14	36.00	51.92
Grade 5	2429.	2463.	2488.	9.80	4.08	10.42	11.76	22.45	27.08	23.53	38.78	41.67	54.90	34.69	20.83
All Grades	N/A	N/A	N/A	7.84	8.55	11.64	20.26	17.76	24.66	27.45	33.55	31.51	44.44	40.13	32.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.69	13.21	15.22	41.18	28.30	58.70	43.14	58.49	26.09
Grade 4	11.76	8.00	5.77	45.10	54.00	50.00	43.14	38.00	44.23
Grade 5	13.73	8.16	14.89	37.25	59.18	57.45	49.02	32.65	27.66
All Grades	13.73	9.87	11.72	41.18	46.71	55.17	45.10	43.42	33.10

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.80	5.66	15.22	47.06	43.40	54.35	43.14	50.94	30.43
Grade 4	5.88	8.00	5.77	52.94	50.00	50.00	41.18	42.00	44.23
Grade 5	5.88	20.41	25.53	33.33	46.94	57.45	60.78	32.65	17.02
All Grades	7.19	11.18	15.17	44.44	46.71	53.79	48.37	42.11	31.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.84	7.55	19.57	66.67	60.38	58.70	25.49	32.08	21.74
Grade 4	5.88	6.00	5.77	68.63	64.00	65.38	25.49	30.00	28.85
Grade 5	7.84	6.12	8.51	47.06	59.18	61.70	45.10	34.69	29.79
All Grades	7.19	6.58	11.03	60.78	61.18	62.07	32.03	32.24	26.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.69	16.98	28.26	50.98	50.94	56.52	33.33	32.08	15.22
Grade 4	15.69	16.00	7.69	52.94	56.00	44.23	31.37	28.00	48.08
Grade 5	9.80	10.20	25.53	43.14	44.90	40.43	47.06	44.90	34.04
All Grades	13.73	14.47	20.00	49.02	50.66	46.90	37.25	34.87	33.10

Conclusions based on this data:

1. Overall the percentage of students that met or exceeded the standard increased.
2. Producing clear and purposeful writing should continue to be a focus for all students.
3. Continued professional development around newly adopted ELA curriculum TK-5 should be a priority.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51	54	47	51	53	46	51	53	46	100	98.1	97.9
Grade 4	52	50	54	51	50	53	51	50	53	98.1	100	98.1
Grade 5	52	50	49	51	49	49	51	49	49	98.1	98	100
All Grades	155	154	150	153	152	148	153	152	148	98.7	98.7	98.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2382.	2420.	11.76	3.77	17.39	21.57	16.98	26.09	21.57	30.19	28.26	45.10	49.06	28.26
Grade 4	2411.	2413.	2417.	5.88	2.00	1.89	3.92	18.00	11.32	45.10	26.00	33.96	45.10	54.00	52.83
Grade 5	2434.	2451.	2461.	5.88	8.16	8.16	7.84	16.33	4.08	25.49	18.37	40.82	60.78	57.14	46.94
All Grades	N/A	N/A	N/A	7.84	4.61	8.78	11.11	17.11	13.51	30.72	25.00	34.46	50.33	53.29	43.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.57	7.55	26.09	29.41	39.62	32.61	49.02	52.83	41.30
Grade 4	5.88	8.00	7.55	21.57	26.00	26.42	72.55	66.00	66.04
Grade 5	11.76	10.20	10.20	11.76	28.57	18.37	76.47	61.22	71.43
All Grades	13.07	8.55	14.19	20.92	31.58	25.68	66.01	59.87	60.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.65	9.43	30.43	35.29	45.28	43.48	47.06	45.28	26.09
Grade 4	5.88	6.00	5.66	43.14	36.00	37.74	50.98	58.00	56.60
Grade 5	7.84	10.20	8.16	33.33	28.57	46.94	58.82	61.22	44.90
All Grades	10.46	8.55	14.19	37.25	36.84	42.57	52.29	54.61	43.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.61	7.55	17.39	45.10	49.06	60.87	35.29	43.40	21.74
Grade 4	7.84	4.00	3.77	45.10	40.00	49.06	47.06	56.00	47.17
Grade 5	3.92	6.12	10.20	43.14	36.73	46.94	52.94	57.14	42.86
All Grades	10.46	5.92	10.14	44.44	42.11	52.03	45.10	51.97	37.84

Conclusions based on this data:

1. Although the percentage of students below the standard overall decreased, Mathematics continues to be an area in need of improvement.
2. Collaboration around pacing and instructional practice shall continue in the 2020-2021 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	8
Grade 1	*	*	*	*	*	*	*	9
Grade 2	1542.1	*	1563.2	*	1520.2	*	14	9
Grade 3	1486.1	1519.0	1488.2	1516.3	1483.6	1521.2	11	15
Grade 4	*	1500.7	*	1491.2	*	1509.7	*	13
Grade 5	1518.7	*	1522.2	*	1514.8	*	13	9
All Grades							68	63

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	85.71	*	*	*		*		*	14	*
3		33.33	*	46.67	*	20.00		0.00	11	15
4	*	15.38	*	46.15	*	30.77		7.69	*	13
5	*	*	*	*	*	*	*	*	13	*
All Grades	38.24	22.22	36.76	41.27	20.59	25.40	*	11.11	68	63

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*	*		*	*	*
2	92.86	*	*	*		*		*	14	*
3	*	60.00	*	26.67	*	6.67	*	6.67	11	15
4	*	23.08	*	46.15	*	23.08		7.69	*	13
5	*	*	*	*	*	*	*	*	13	*
All Grades	63.24	36.51	17.65	36.51	*	15.87	*	11.11	68	63

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	14	*
3		20.00	*	33.33	*	40.00	*	6.67	11	15
4		0.00	*	23.08	*	61.54		15.38	*	13
5	*	*	*	*	*	*	*	*	13	*
All Grades	17.65	11.11	32.35	28.57	36.76	42.86	*	17.46	68	63

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	92.86	*	*	*		*	14	*
3		13.33	*	73.33	*	13.33	11	15
4	*	15.38	*	61.54		23.08	*	13
5	*	*	*	*	*	*	13	*
All Grades	52.94	22.22	39.71	60.32	*	17.46	68	63

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	92.86	*	*	*		*	14	*
3	*	86.67	*	13.33	*	0.00	11	15
4	*	53.85	*	38.46		7.69	*	13
5	84.62	*	*	*	*	*	13	*
All Grades	69.12	50.79	26.47	38.10	*	11.11	68	63

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	14	*
3		26.67	*	46.67	*	26.67	11	15
4		0.00	*	69.23	*	30.77	*	13
5	*	*	*	*	*	*	13	*
All Grades	25.00	12.70	50.00	58.73	25.00	28.57	68	63

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
2	*	*	*	*		*	14	*
3		26.67	*	73.33	*	0.00	11	15
4	*	23.08	*	69.23		7.69	*	13
5	*	*	*	*	*	*	13	*
All Grades	36.76	22.22	50.00	66.67	*	11.11	68	63

Conclusions based on this data:

1. A 1.0 FTE EL Teacher will support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
2. A 3 hour EL Tech continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
3. Professional development for teachers will continue in the area of best teaching practices for English Language Learners.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
274	78.5	21.9	4.0
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	21.9
Foster Youth	11	4.0
Homeless	24	8.8
Socioeconomically Disadvantaged	215	78.5
Students with Disabilities	39	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.9
American Indian	16	5.8
Asian	32	11.7
Hispanic	64	23.4
Two or More Races	34	12.4
Pacific Islander	2	0.7
White	118	43.1

Conclusions based on this data:





- Grant has a diverse student population. Continued work with Culturally Responsive Teaching is needed.
- Staff will continue to analyze the CA Dashboard in order to identify subgroups that require extra support in the area of language arts.
- Staff will continue to analyze the CA Dashboard in order to identify subgroups that require extra support in the area of math.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Red	Suspension Rate  Blue
Mathematics  Yellow		

Conclusions based on this data:

1. Suspension rate decreased from prior year. Continued work with PBIS, Restorative Practices, and SST system to maintain progress.
2. Language Arts and Mathematics are both areas in need of improvement schoolwide.
3. Teachers will support students in the area of Language Arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. A plan has been developed to support professional development around implementation of newly adopted ELA materials.

School and Student Performance Data

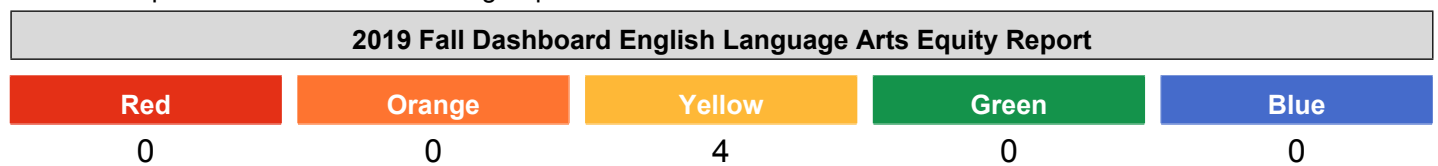
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 30.1 points below standard Increased ++13.5 points 134	 Yellow 47.7 points below standard Increased Significantly ++22.7 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 46.8 points below standard Declined -7 points 20	 Yellow 41.2 points below standard Increased ++9.4 points 105	 No Performance Color 33.5 points below standard Increased Significantly ++69.2 points 19

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	American Indian  No Performance Color 42.9 points below standard Increased Significantly ++26.9 points 12	Asian  No Performance Color 17.9 points below standard Increased Significantly ++20.3 points 21	Filipino  No Performance Color 0 Students
Hispanic  Yellow 52.6 points below standard Increased Significantly ++10.3 points 30	Two or More Races  No Performance Color 35.3 points below standard 12	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 11.6 points below standard Increased ++9.8 points 52

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 59.2 points below standard Increased Significantly ++27.5 points 34	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4	English Only 23.1 points below standard Increased ++12.4 points 96
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Conclusions based on this data:

- Overall all students increased from the prior year.
- Socioeconomically Disadvantaged student scores increased from prior year. Both English Learners and Students with Disabilities scores increased significantly from prior year.
- Teachers will support students in the area of Language Arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. A plan has been developed to support professional development around implementation of newly adopted ELA materials.

School and Student Performance Data

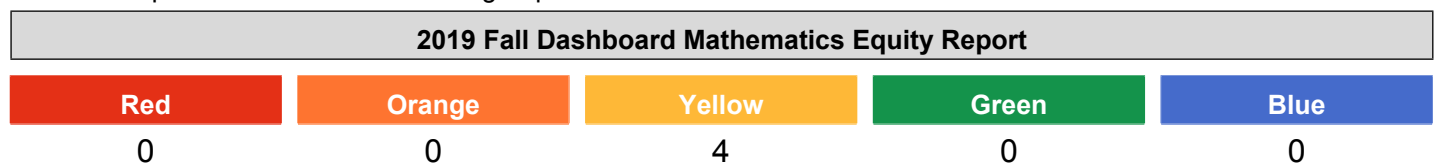
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 49 points below standard Increased Significantly ++16.8 points 134	English Learners  Yellow 51.3 points below standard Increased Significantly ++32.1 points 38	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless  No Performance Color 53.3 points below standard Increased ++7.7 points 20	Socioeconomically Disadvantaged  Yellow 57.8 points below standard Increased Significantly ++17.1 points 105	Students with Disabilities  No Performance Color 61.7 points below standard Increased Significantly ++52 points 19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 82 points below standard Increased Significantly ++18.1 points 12	 No Performance Color 36.2 points below standard Increased Significantly ++17.9 points 21	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 57.7 points below standard Increased Significantly ++24.4 points 30	 No Performance Color 58.4 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 32.9 points below standard Increased ++14.8 points 52

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.5 points below standard Increased Significantly ++35.2 points 34	Less than 11 Students - Data Not Displayed for Privacy 4	48 points below standard Increased ++12 points 96

Conclusions based on this data:

- Overall "All Students" scores increased significantly over prior year.
- EL students, Students with Disabilities, and Socioeconomically disadvantaged student scores increased significantly over prior year.
- Teachers will support students in the area of Mathematics through continued professional development in Everyday Math and planning pacing guides are being developed to ensure consistency across grade levels.

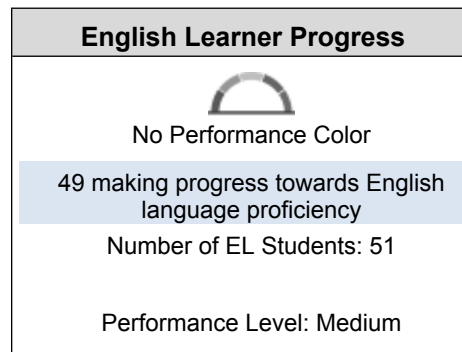
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.4	23.5	11.7	37.2

Conclusions based on this data:

1. English Learners scored in the medium performance level overall.
2. Almost all English Learners are making progress towards English language proficiency.
3. Continued support for English Learners is needed. Continued professional development around instruction for English Learners is needed.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

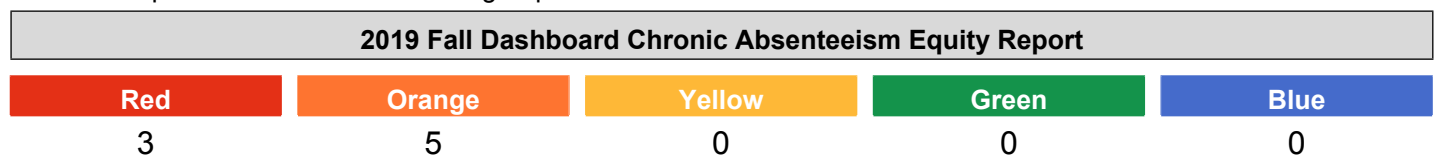
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 21.8 Increased +1.1 321	 Red 22.4 Increased +9.3 67	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 Orange 27.3 Declined -2 44	 Red 22.7 Increased +1.8 256	 Orange 25 Declined -2.1 40

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	American Indian  No Performance Color 16.7 Declined -0.7 18	Asian  Orange 8.8 Increased +3.8 34	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Red 29.4 Increased +7.5 85	Two or More Races  Orange 20.9 Declined -8.1 43	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Orange 20.5 Declined -2.5 127

Conclusions based on this data:

- Grant's chronic absenteeism rate is higher than the State, County, and District average.
- Students that are identified as English Learners and Socioeconomically disadvantaged have the highest rates of absenteeism. Overall Hispanic students have the highest rates of absenteeism at 29.4%.
- A 3 hour attendance clerk has been hired to support students that encounter barriers that impacts regular attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

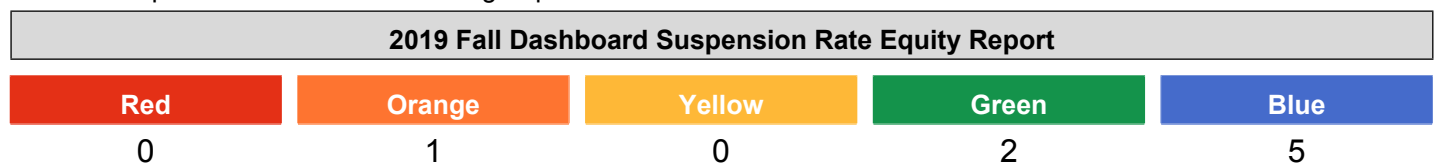
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

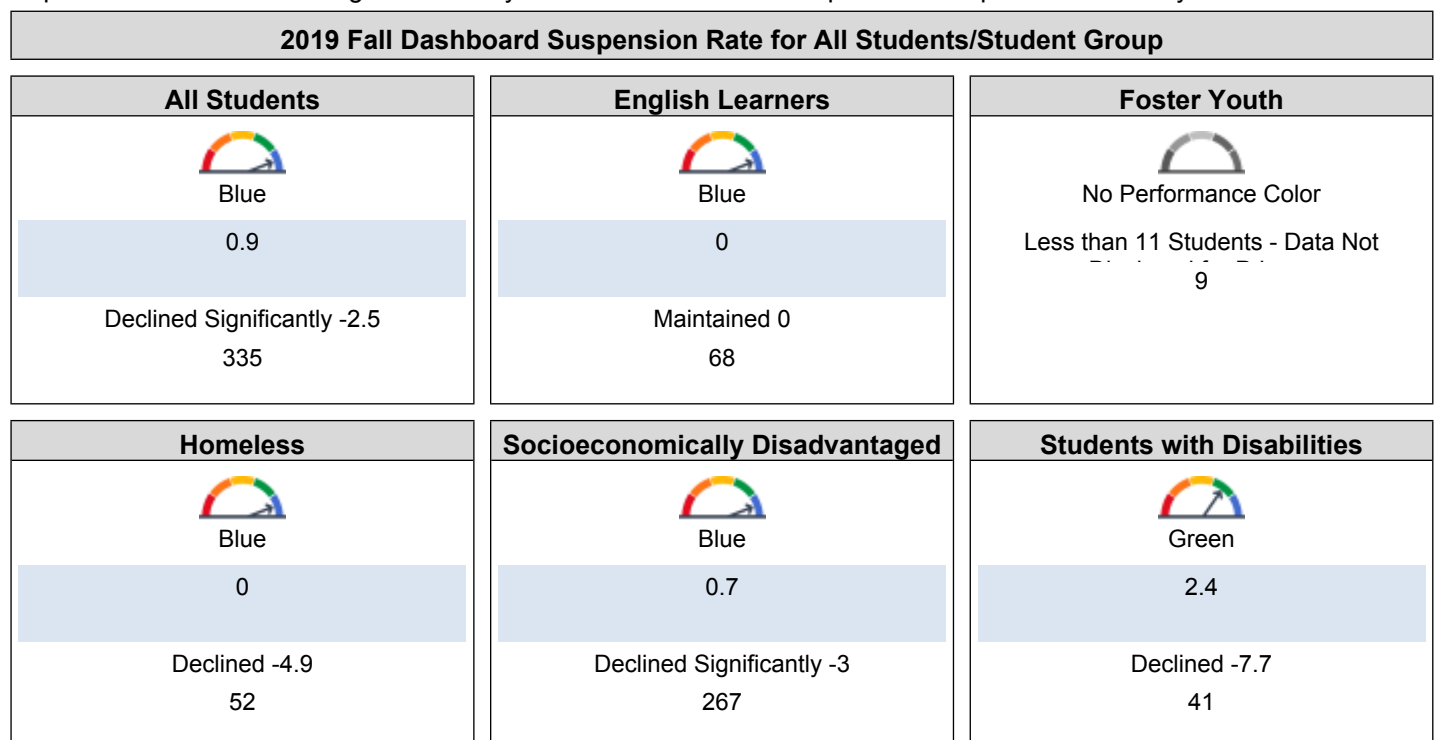
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 10	American Indian  No Performance Color 0 Declined -4.3 19	Asian  Blue 0 Maintained 0 34	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Orange 2.2 Increased +0.9 89	Two or More Races  Blue 0 Declined -9.4 44	Pacific Islander  No Performance Color Less than 11 Students - Data 4	White  Green 0.7 Declined -2.1 134

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.4	0.9

Conclusions based on this data:

1. The suspension rate declined significantly from the prior year from 3.4 to 0.9.
2. Suspension for Hispanic students increased from prior year while all other subgroups decreased or maintained.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 1

1. Grant Elementary will increase school-wide math scores by 5% each June as measured through the CAASPP (SBAC) and multiple measures including Curriculum and Teacher Based Assessments and CAASPP Interim Assessments.
2. Grant Elementary will increase school-wide reading scores by 5% each June as measured through the CAASPP (SBAC) and multiple measures including FPC, stAR Reading, Curriculum and Teacher Based Assessments, and CAASPP Interim Assessments.

Due to the Covid 19 Pandemic and the fact that the CAASPP assessment was not administered in 2019-2020 academic data is limited. This plan is written to reflect the data that was collected in 2018-2019 and goals will remain the same.

Identified Need

Student CAASPP results in ELA and Math indicate a need to continued work with staff and students in the area of improving academic skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	In 2018-2019 27% of students met or exceeded Overall Achievement for All Students in Language Arts. 22% of students or exceeded Overall Achievement for All Students in Math. Due to the Covid 19 Pandemic and the fact that the CAASPP assessment was not administered in 2019-2020 academic data is limited	Increase the number of all students meeting or exceeding the standards in ELA and Math by 5%
Benchmark Assessment System (BAS)	To be determined - Due to the Covid 19 Pandemic academic data is limited	All students make one year or more progress/growth in a one year period

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Ensure all students and staff have access to CCSS aligned curriculum and additional supplemental curriculum. Ensure that all students and staff have access to adequate school supplies and materials in order to support curriculum implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000.00

Source(s)

Title I

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide Literacy Technicians

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,200.00

Source(s)

Title I

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide AVID Supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide library tech hours

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,500.00

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide ELD Tech

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,700.00

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide .5 FTE Math Intervention Teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

49,600.00

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide release time and/or paid outside of contract time for certificated and classified collaboration and professional

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide Student Study Teams to assist teachers in identifying and providing appropriate modifications and strategies which engage student in learning and improve attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,500.00

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2020 CAASPP summative was not administered due to COVID 19. ELL intervention classes were implemented by grade level. During the 2019-20 school year, 6 students achieved RFEP status. The school library was utilized on a daily basis during the 2019-20 school year prior to shift to Distance Learning due to the pandemic in 2020. Literacy and EL Techs were utilized to support

teachers and students in the virtual setting. The CARE Specialist supported students and staff both virtually and in person throughout the school year. Site implemented Data Teams around Narrative Writing and release days were provided for staff professional development and collaboration around writing. Feedback Cycles were implemented for 2-5 in the areas of ELA and Mathematics. TK-3 adopted and implemented the Fountas and Pinnell Classroom Curriculum and were provided opportunities for professional development and support. In addition, Eureka City Schools follows a collaboration model to promote collaboration and provide professional development. Monday's are early release for students, and staff alternates between teacher led and principal led collaboration. Much of the provided opportunities directly related to district curriculum and other systems of support. Many of the items implemented during the 2019-2020 school year proved to be working towards support of Goal 1. Upon school closures in March 2020 due to COVID-19, Grant School made an effort to continue as many of these supports as were feasible. It should be noted that much of the end of year data was not able to be collected due to school closures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Writing Data Days with focus on Narrative writing were unable to be completed due to shift to distance learning. Kindergarten and First Grade were unable to complete feedback cycles due to shift to distance learning because of the Covid 19 pandemic.

In place of planned training days teachers attended virtual webinars to support the shift to distance learning. The Librarian retired in March and due to freeze in funding because of the pandemic, site was unable to replace this position during the 2019-2020 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be updated according to the feedback provided by the School Site Council following an analysis of current needs of the school site. Some areas of this goal will remain intact as the need for direct student services continues to be a priority for Grant Elementary School.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All Students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2

Increase student engagement and decrease chronically absent rate by 3%.
Maintain suspension rates below 5% for all students and subgroups.

Identified Need

Chronic absenteeism continues to be an issue. Continue education of students and families about the need to be at school on time ready to learn. Continue to have weekly attendance meetings and attendance SART meetings regularly (Student Attendance Review Team) Due to the Covid-19 Pandemic attendance data is limited. This plan is written to reflect the data that was collected in the 2018-19 schoolyear and goals will remain the same.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	21.8 % of Grant Students were chronically absent in the 2018-2019 school year. Due to the Covid-19 Pandemic attendance data is limited. This plan is written to reflect the data that was collected in the 2018-19 schoolyear and goals will remain the same.	Decrease number of chronically absent students by 3%.
CA Dashboard	0.9% of Grant Students were suspended at least once during the 2018-2019 school year. Due to the Covid-19 Pandemic attendance data is limited. This plan is written to reflect the data that was collected in the 2018-19 schoolyear and goals will remain the same.	Maintain suspension rate below 5% for all students and subgroups.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Increase positive school climate, attendance and engagement through Positive Behavior Interventions and Supports and Restorative Practice implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,500.00

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Supplemental funds and resources support social emotional learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Community/Parent outreach & support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000.00

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Parent Teacher Conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Translation Services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000.00

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

August 2020-December 2021

Collaborative oversight group responsible for input on funding and school vision (Site Council).

DELAC

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2019-20 school year, Grant continued with the implementation of PBIS. There was a functioning PBIS leadership team to analyze school data and identify needs and problem areas on campus. As a means of increasing student engagement and decreasing our chronic absenteeism rate, a number of systems and supports were implemented or continued from the previous year. Awards' Assemblies and other student recognition occurred as scheduled. PBIS and Restorative Practices have been utilized for a number of years in Eureka City Schools. Through these initiatives, positive behaviors are recognized and efforts are made to offer opportunities for student growth and reflection. The CARE Specialist supported site by organizing student success team meetings based on academic, behavioral, and attendance data. Alternatives to suspension were implemented including lunch time Level Up to provide students opportunities to reflect on their behaviors and make plans to restore harm they may have caused to the school community. School suspensions continued to decline significantly in the 2019-20 school year. An attendance team met regularly to strategize decreasing Chronic Absenteeism. Chronic Absenteeism was on the decline, but due to closure it is difficult to make a direct comparison. Something to consider when evaluating this data is that school was closed for in person learning from March 19, 2020 and not all data was collected in the same manner.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences noted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue with strategies to decrease suspensions and to increase attendance and engagement.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$135,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$135,000.00

Subtotal of additional federal funds included for this school: \$135,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$135,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Kristi Puzz	Principal
Josh Kieselhorst	Classroom Teacher
Emily Kinder	Classroom Teacher
Christina Blackwood	Parent or Community Member
Jacquelyn Rollings	Parent or Community Member
Stacy Baker	Other School Staff
Jennifer Tyler-Merrick	Parent or Community Member
Derek Glavich	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 10, 2021.

Attested:



Principal, Kristi Puzz on 11/10/2021

SSC Chairperson, Emily Kinder on 11/10/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lafayette Elementary School	12-75515-6007793	01/28/2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The California Healthy Kids survey was administered to a portion of students in 5th grade during the 2020-2021 school year. Results indicate that work needs to be done to ensure students feel an extended sense of connectedness with the school and that they have a stronger sense of perceived safety while on campus.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site and district staff were conducted on a regular basis both in-person and virtually. Site goals around academics and school climate were a focus. Observations indicate a need for ongoing staff professional development in the adopted core curriculum--Fountas and Pinnell Classroom and Everyday Math, student engagement in a distance learning platform and in-person, technology tools, restorative practices in relation to our PBIS implementation, and classroom management.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning.

Staff analyze formative and summative assessments on an ongoing basis in order to drive instruction to support differentiated student learning. Staff utilize assessments from adopted curriculum and an assessment pacing guide has been created to provide timely feedback. Staff are provided the opportunity to analyze student data and make instructional and curricular decisions based on student need.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Due to the fact that schools went into distance learning in March of 2019, CAASPP was not administered in the 2019-2020 school year. In the 2020-2021, CAASPP was administered but not in a traditional manner. Therefore, there is not current statewide academic data to accurately compare. Our school grade-level teams set goals for student improvement that are based on the CAASPP results and are aligned with the district's LCAP goals.

In order to be responsive to student academic and social/emotional needs during COVID-19, the Learning Continuity and Attendance Plan was developed by the district in the 2020-2021 school year. This allowed for a smooth transition to in person learning for the 2021-2022 school year. In order to accurately gauge the loss of learning during distance learning, we have a collection of assessments in place for determining areas of need and how to address the holes in student's educational progress. We started the 2021-2022 school year with assessments in reading using RenLearn which provides teachers with both a math and reading level. We also administered the Fountas and Pinnell BAS reading assessment to all students in grades first through fifth. We currently use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. This measures skills in both language arts and math.

We have implemented a schoolwide data tracking system that is updated every three months. The data is reviewed by our site data team and changes in instruction and intervention reflect the current student need. Staff are provided regular opportunities to reflect on student progress and teaching is modified as needed. There is an active Student Study Team at Lafayette Elementary that meets twice monthly to address academic, behavioral and other student concerns.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Lafayette School provides an academically challenging program for its 260 students with 10 regular education classroom teachers, one Special Day Class Teacher, one Resource Specialist Teacher and one EL Teacher, one Reading Intervention Teacher and a part time math Intervention Teacher. Student instruction is supported by the services of a Speech Therapist, a School Psychologist, District Instructional Coaches, CARE Specialist and a School Nurse. Other personnel include our principal, a school secretary, a library technician, literacy technicians, a math technician, an EL technician, three classroom aides, a clerk typist, two custodians, two food service worker, four cafeteria/playground monitors, a behavior interventionist, an after-school program coordinator, and recreation leaders.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and are provided with district adopted curriculum for all students; teachers are provided training/support on utilizing adopted materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is tied to content standards and data around those standards, site staff team-building and standards of the teaching profession.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A site-based instructional coach (CARE Specialist) is available 5 days a week to teachers for ongoing professional development and support. Lafayette also utilizes teacher leaders to support peers, such as in the area of Language Arts, ELD and Math.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate weekly during planned collaboration time. Collaboration days rotate from teacher led to site/district administrator led on opposite weeks.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council met to review 2020-2021 data on October 20th, 2021. The current SSC consists of ten members and meets regularly in a virtual manner. At this meeting, stakeholders reviewed previous year's data, discussed Lafayette's academic and school climate, and input was elicited. At this meeting, School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. Stakeholders voted to approve the School Plan for Student Achievement on October 20th.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	8.18%	5.95%	7.1%	22	15	17
African American	1.12%	1.19%	1.3%	3	3	3
Asian	13.01%	12.7%	12.6%	35	32	30
Filipino	1.49%	1.59%	0.8%	4	4	2
Hispanic/Latino	28.62%	30.56%	31.5%	77	77	75
Pacific Islander	%	0%	%		0	
White	37.55%	38.89%	36.6%	101	98	87
Multiple/No Response	10.04%	8.73%	10.1%	27	22	24
Total Enrollment				269	252	238

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	32	61	48
Grade 1	48	27	44
Grade 2	53	43	27
Grade3	40	50	40
Grade 4	41	34	45
Grade 5	55	37	34
Total Enrollment	269	252	238

Conclusions based on this data:

1. Lafayette's enrollment has significantly declined.
2. The ever-changing enrollment continues to influence students ability to consistently access their education.
3. Declining enrollment has led to a huge emphasis on climate and creating a shift in the culture.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	86	77	70	32.0%	30.6%	29.4%
Fluent English Proficient (FEP)	7	8	7	2.6%	3.2%	2.9%
Reclassified Fluent English Proficient (RFEP)	0	0	6	0.0%	0.0%	7.8%

Conclusions based on this data:

1. Continued support is needed in this area.
2. EL tech was hired to support this need.
3. Students continue to need specific instruction in the area of language acquisition.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53	48	35	50	48	34	50	48	34	94.3	100	97.1
Grade 4	48	52	39	46	49	37	46	49	37	95.8	94.2	94.9
Grade 5	61	49	53	59	46	52	59	46	51	96.7	93.9	98.1
All Grades	162	149	127	155	143	123	155	143	122	95.7	96	96.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2323.	2364.	2354.	2.00	2.08	5.88	6.00	18.75	5.88	18.00	31.25	23.53	74.00	47.92	64.71
Grade 4	2394.	2399.	2398.	2.17	8.16	10.81	15.22	12.24	8.11	21.74	22.45	16.22	60.87	57.14	64.86
Grade 5	2397.	2450.	2427.	0.00	4.35	3.92	10.17	21.74	11.76	13.56	28.26	29.41	76.27	45.65	54.90
All Grades	N/A	N/A	N/A	1.29	4.90	6.56	10.32	17.48	9.02	17.42	27.27	23.77	70.97	50.35	60.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.00	4.17	2.94	16.00	43.75	41.18	82.00	52.08	55.88
Grade 4	4.35	8.16	5.41	47.83	38.78	32.43	47.83	53.06	62.16
Grade 5	3.39	13.33	5.88	28.81	40.00	33.33	67.80	46.67	60.78
All Grades	3.23	8.45	4.92	30.32	40.85	35.25	66.45	50.70	59.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.00	2.08	2.94	26.00	43.75	41.18	72.00	54.17	55.88
Grade 4	2.17	8.16	8.11	39.13	28.57	40.54	58.70	63.27	51.35
Grade 5	3.39	4.44	5.88	23.73	55.56	41.18	72.88	40.00	52.94
All Grades	2.58	4.93	5.74	29.03	42.25	40.98	68.39	52.82	53.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.00	2.08	2.94	46.00	66.67	52.94	52.00	31.25	44.12
Grade 4	2.17	4.08	5.41	60.87	57.14	70.27	36.96	38.78	24.32
Grade 5	1.69	8.89	5.88	38.98	64.44	49.02	59.32	26.67	45.10
All Grades	1.94	4.93	4.92	47.74	62.68	56.56	50.32	32.39	38.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.00	6.25	5.88	20.00	47.92	41.18	74.00	45.83	52.94
Grade 4	8.70	8.16	8.11	45.65	46.94	32.43	45.65	44.90	59.46
Grade 5	3.39	13.33	5.88	32.20	53.33	39.22	64.41	33.33	54.90
All Grades	5.81	9.15	6.56	32.26	49.30	37.70	61.94	41.55	55.74

Conclusions based on this data:

1. Continued support is needed in this area and reading intervention is a continuous need.
2. There is a need for professional development around newly adopted Language Arts curriculum.
3. The implementation of data days around the area of writing needs to continue in order to support students with critical thinking skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53	48	35	50	47	34	50	47	34	94.3	97.9	97.1
Grade 4	48	52	39	46	51	37	46	51	37	95.8	98.1	94.9
Grade 5	61	48	53	59	44	52	59	44	52	96.7	91.7	98.1
All Grades	162	148	127	155	142	123	155	142	123	95.7	95.9	96.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2339.	2370.	2367.	2.00	6.38	0.00	8.00	19.15	11.76	18.00	23.40	32.35	72.00	51.06	55.88
Grade 4	2434.	2425.	2434.	8.70	3.92	13.51	17.39	23.53	16.22	41.30	27.45	24.32	32.61	45.10	45.95
Grade 5	2416.	2430.	2429.	0.00	6.82	0.00	3.39	6.82	15.38	27.12	20.45	19.23	69.49	65.91	65.38
All Grades	N/A	N/A	N/A	3.23	5.63	4.07	9.03	16.90	14.63	28.39	23.94	24.39	59.35	53.52	56.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.00	12.77	0.00	22.00	34.04	32.35	74.00	53.19	67.65
Grade 4	19.57	15.69	18.92	23.91	23.53	27.03	56.52	60.78	54.05
Grade 5	1.69	9.09	1.92	22.03	9.09	26.92	76.27	81.82	71.15
All Grades	7.74	12.68	6.50	22.58	22.54	28.46	69.68	64.79	65.04

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.00	6.38	2.94	28.00	42.55	41.18	68.00	51.06	55.88
Grade 4	15.22	1.96	10.81	36.96	45.10	37.84	47.83	52.94	51.35
Grade 5	0.00	6.82	5.77	28.81	36.36	30.77	71.19	56.82	63.46
All Grades	5.81	4.93	6.50	30.97	41.55	35.77	63.23	53.52	57.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.00	10.64	0.00	36.00	42.55	52.94	60.00	46.81	47.06
Grade 4	13.04	5.88	18.92	39.13	43.14	32.43	47.83	50.98	48.65
Grade 5	1.69	6.82	1.92	25.42	29.55	40.38	72.88	63.64	57.69
All Grades	5.81	7.75	6.50	32.90	38.73	41.46	61.29	53.52	52.03

Conclusions based on this data:

1. Continued support is needed in this area. To further increase mathematics comprehension, a math technician and a part-time math intervention teacher were hired.
2. Professional developments in the area of Everyday Mathematics will be implemented during the 2021-22 school year to support student achievement in the area of mathematics.
3. Constructing Meaning strategies will be professionally developed specifically in the area of writing about math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.2	1412.3	1460.1	1433.5	1377.0	1362.1	13	12
Grade 1	1445.3	1455.0	1451.1	1466.0	1439.0	1443.4	16	15
Grade 2	1459.8	1474.8	1455.0	1478.5	1464.2	1470.9	17	18
Grade 3	1464.8	1491.7	1454.3	1489.8	1474.8	1493.0	12	15
Grade 4	1470.8	*	1484.3	*	1456.7	*	13	10
Grade 5	*	1514.5	*	1521.3	*	1507.2	*	12
All Grades							81	82

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	41.67	*	50.00		8.33	13	12
1	*	0.00	*	53.33	*	40.00	*	6.67	16	15
2	*	11.11	*	38.89	*	38.89	*	11.11	17	18
3		13.33	*	46.67	*	20.00	*	20.00	12	15
4	*	*	*	*	*	*	*	*	13	*
5	*	25.00	*	16.67	*	33.33	*	25.00	*	12
All Grades	24.69	12.20	34.57	40.24	20.99	34.15	19.75	13.41	81	82

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	*	58.33	*	25.00		8.33	13	12
1	*	20.00	*	40.00	*	40.00	*	0.00	16	15
2	*	16.67	*	61.11	*	16.67	*	5.56	17	18
3	*	40.00	*	26.67	*	13.33	*	20.00	12	15
4	*	*	*	*	*	*	*	*	13	*
5	*	33.33	*	41.67	*	8.33		16.67	*	12
All Grades	40.74	28.05	33.33	43.90	*	18.29	13.58	9.76	81	82

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00	*	8.33	*	66.67	*	25.00	13	12
1	*	0.00	*	33.33	*	46.67	*	20.00	16	15
2	*	11.11	*	11.11	*	38.89	*	38.89	17	18
3		0.00	*	46.67	*	26.67	*	26.67	12	15
4	*	*	*	*	*	*	*	*	13	*
5	*	8.33	*	8.33	*	50.00	*	33.33	*	12
All Grades	*	4.88	22.22	21.95	30.86	43.90	37.04	29.27	81	82

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	91.67		8.33	13	12
1	68.75	46.67	*	46.67	*	6.67	16	15
2	*	33.33	*	61.11	*	5.56	17	18
3	*	13.33	*	60.00	*	26.67	12	15
4	*	*	*	*	*	*	13	*
5	*	25.00	*	58.33		16.67	*	12
All Grades	45.68	26.83	40.74	60.98	13.58	12.20	81	82

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	*	75.00		8.33	13	12
1	*	13.33	*	80.00	*	6.67	16	15
2	*	11.11	*	77.78	*	11.11	17	18
3	*	60.00	*	20.00	*	20.00	12	15
4	*	*	*	*	*	*	13	*
5	*	66.67	*	8.33		25.00	*	12
All Grades	48.15	39.02	37.04	47.56	14.81	13.41	81	82

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	83.33	*	16.67	13	12
1	*	20.00	*	60.00	*	20.00	16	15
2	*	11.11	*	55.56	*	33.33	17	18
3		0.00	*	60.00	*	40.00	12	15
4	*	*	*	*	*	*	13	*
5	*	8.33	*	58.33	*	33.33	*	12
All Grades	*	8.54	48.15	60.98	40.74	30.49	81	82

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	*	41.67	*	50.00	13	12
1	*	6.67	*	73.33	*	20.00	16	15
2	*	5.56	76.47	72.22	*	22.22	17	18
3		0.00	*	93.33	*	6.67	12	15
4	*	*	*	*	*	*	13	*
5	*	8.33	*	66.67	*	25.00	*	12
All Grades	19.75	6.10	46.91	69.51	33.33	24.39	81	82

Conclusions based on this data:

1. A full-time EL teacher will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
2. A 3 hour EL tech will continue to support identified EL students in the area of language development through reading, writing, listening and speaking instruction.
3. Professional development for classroom teachers will continue in the area of best teaching practices for English Language Learners.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
252	84.9	30.6	7.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	77	30.6
Foster Youth	18	7.1
Homeless	19	7.5
Socioeconomically Disadvantaged	214	84.9
Students with Disabilities	46	18.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.2
American Indian	15	6.0
Asian	32	12.7
Filipino	4	1.6
Hispanic	77	30.6
Two or More Races	22	8.7
White	98	38.9

Conclusions based on this data:





- Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of language arts.
- Staff will continue to analyze the California dashboard in order to identify subgroups that require extra support in the area of math.
- Lafayette has a diverse student population. Continued work with Culturally Responsive Teaching is needed.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. Due to small declines in Language Arts and Math scores, there is a great need for continued support is needed in these areas. There were improvements in both attendance and suspension rates. There is a need to continue implementation of strategies to address both of these areas.
2. Teachers will support students in the area of Language arts through the implementation of Fountas and Pinnell Classroom in grades TK-5. Reading intervention support should continue to be offered.
3. Teachers will support students in the area of mathemantics through the use of Everyday Math materials.

School and Student Performance Data

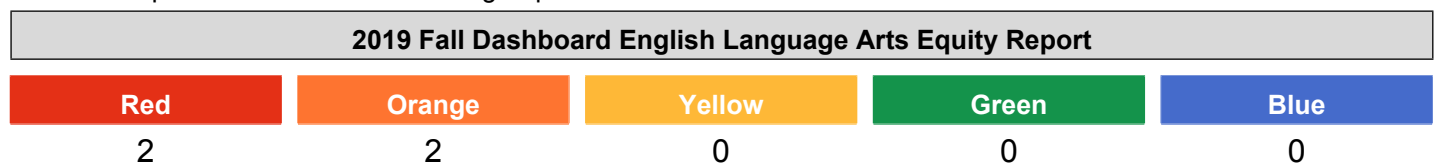
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 75.9 points below standard Declined -14 points 122	 Orange 75.3 points below standard Increased ++4.5 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 82.5 points below standard Declined Significantly -21.1 points 14	 Red 77.6 points below standard Declined -12.3 points 110	 No Performance Color 118.7 points below standard Declined Significantly -32.8 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 115.3 points below standard Declined Significantly -44.1 points 11	 No Performance Color 50.7 points below standard Maintained ++1.3 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 79.1 points below standard Increased ++8.8 points 36	 No Performance Color 71.9 points below standard Increased Significantly ++17.2 points 15	 No Performance Color 0 Students	 Red 78.2 points below standard Declined Significantly -33.5 points 43

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.9 points below standard Increased ++7.7 points 37	Less than 11 Students - Data Not Displayed for Privacy 4	80.8 points below standard Declined Significantly -24.8 points 79

Conclusions based on this data:

- Students identified as American Indian declined significantly by 44.1 points.
- Students identified as English Learner only were identified as below standard, but increased by 4.5 points.
- Students identified as students with disabilities remain below standard and decreased by 32.8 points.

School and Student Performance Data

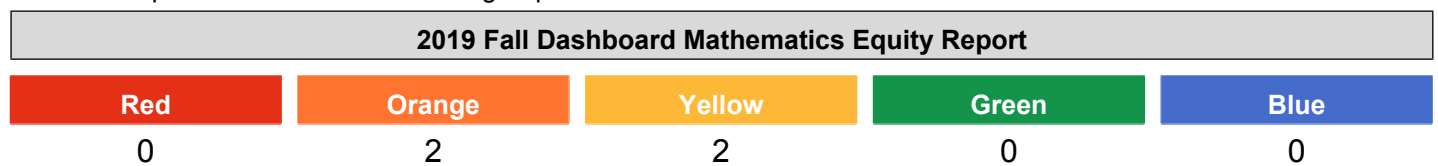
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 76.2 points below standard Declined -5.1 points 121	English Learners  Yellow 72.2 points below standard Increased ++9.1 points 41	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  No Performance Color 97.5 points below standard Declined -9.8 points 14	Socioeconomically Disadvantaged  Orange 78.9 points below standard Declined -3.3 points 110	Students with Disabilities  No Performance Color 138.2 points below standard Declined Significantly -32.3 points 23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	American Indian  No Performance Color 112.1 points below standard Declined -14.4 points 11	Asian  No Performance Color 43.5 points below standard Increased Significantly ++31.6 points 14	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Yellow 84.3 points below standard Increased ++5.1 points 36	Two or More Races  No Performance Color 84.8 points below standard Maintained -2.8 points 14	Pacific Islander	White  Orange 72.8 points below standard Declined Significantly -20.9 points 43

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 84.2 points below standard Increased ++11.9 points 37	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 4	English Only 80.4 points below standard Declined -12.7 points 78
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Conclusions based on this data:

- Students identified as English Learner Only were identified as below standard; but increased by 9.1 points.
- All students were identified as below standard and declined by 5.1 points.
- Students with disabilities were identified as below standard and declined significantly by 32.3 points.

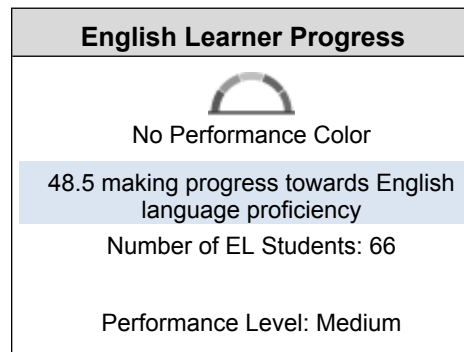
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.7	28.7	3.0	45.4

Conclusions based on this data:

1. Almost half of the students identified as English learners are making progress towards English proficiency. Actions and Services need to focus on providing support for students in all Proficiency categories.
2. Students at levels 2 and 3 need additional support in the area of language development in order to move to the next stage.
3. The need for EL support at our school is evident.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

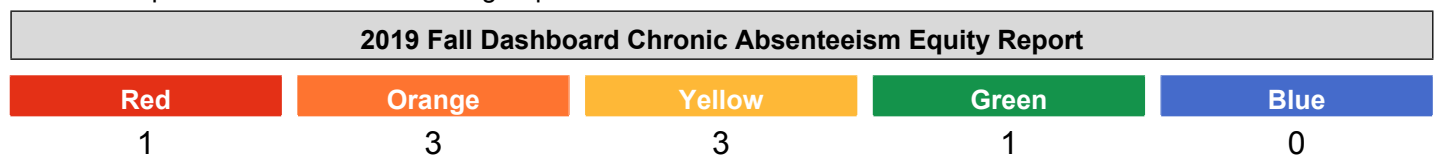
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 15.2 Declined -1.4 290	English Learners  Green 6.8 Declined -2.9 88	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless  Red 35.3 Increased +13.5 34	Socioeconomically Disadvantaged  Yellow 15.8 Declined -0.7 253	Students with Disabilities  Orange 21.3 Declined -0.9 47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 18.2 Increased +6.2 22	Asian  Orange 5.6 Increased +2.2 36	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Yellow 14.5 Declined -5.5 83	Two or More Races  Orange 13.3 Increased +10.4 30	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Yellow 18.8 Declined -2.5 112

Conclusions based on this data:

1. In 2019, All students decreased in the area of chronically absent by 1.4%. However, the need to get all students to school each day, ready to learn, continues.
2. In 2019, the student group identified as Homeless is the only group that increased in the area of chronically absent while all other subgroups maintained or declined.
3. Supports and education regarding regular attendance need to be clearly communicated to all families and students.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

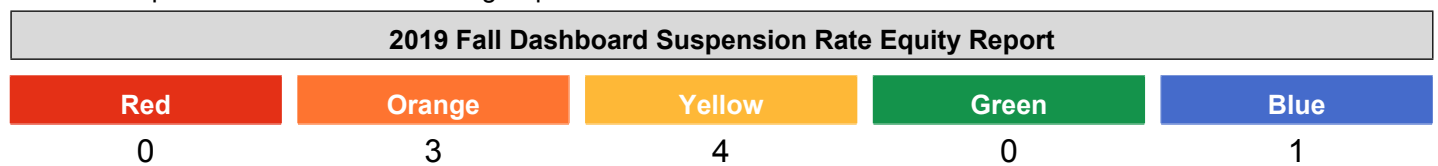
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 5.6 Declined Significantly -6.8 306	English Learners  Yellow 1.1 Maintained -0.1 91	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 10
Homeless  Orange 8.1 Declined -10.9 37	Socioeconomically Disadvantaged  Yellow 6.1 Declined Significantly -7.6 264	Students with Disabilities  Yellow 5.9 Declined -10.8 51

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 4	American Indian  No Performance Color 4.5 Declined -7.5 22	Asian  Blue 0 Maintained 0 36	Filipino  No Performance Color Less than 11 Students - Data 4
Hispanic  Yellow 4.7 Declined -1.6 86	Two or More Races  Orange 6.1 Declined -7.8 33	Pacific Islander	White  Orange 8.3 Declined -9.6 121

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	12.4	5.6

Conclusions based on this data:

- 2019 data reflected an significant decrease in suspensions.
- Our data indicated 8 subgroups 4 of which had a significant number of students to be identified on the dashboard.
- Work with restorative practices and other means of correction need to continue.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 1

1.Lafayette Elementary will increase school-wide math and reading scores by 5% each June as measured through the CAASPP (SBAC) and multiple measures including Curriculum and Teacher Based Assessments and CAASPP Interim Assessments.

Identified Need

Due to Covid-19 pandemic and the fact that the CAASPP assessment was not administered in 2019-2020 academic data is limited. This plan is written to reflect the data that was collected in 2018-2019 and goals will remain the same. CAASPP was administered in the 2020-2021 school year but not in a traditional manner.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	22% of students met or exceeded Overall Achievement for All Student in Language Arts. 23% of students met or exceeded Overall Achievement for all students in math.	Increased proficiency on grade level standards.
Benchmark Assessment System (BAS)	To be determined	To be determined

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure all students and staff have access to CCSS aligned curriculum and additional supplemental curriculum. Ensure that all students and staff have access to adequate school supplies and materials in order to support curriculum implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Library Technician

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20000

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELD students

Strategy/Activity

ELD Technician

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16000

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide release time and/or paid outside of contract time for certificated and classified collaboration and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title I

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students (potentially)

Strategy/Activity

Provide a Reading Intervention Teacher

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

54000

Source(s)

Title I

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Math Technician

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11000	Title I

Strategy/Activity 7
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Students

Strategy/Activity
 Provide Student Study Teams to assist teachers in identifying and providing appropriate modifications and strategies which engage student in learning and improve attendance

Proposed Expenditures for this Strategy/Activity
 List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID-19 pandemic, 2019-2020 school year came with it's own unique changes and challenges. School closures began in March of 2020 and continued through the end of the school year. The following analysis captures the implementation of strategies and activities both in-person and virtually. It should be noted that some outcomes were challenging to obtain due to the closures. The hybrid learning model continued for the entire 2020-2021 school year.

- During the 2019-2020 school year, Lafayette implemented a new Language Arts curriculum (Fountas and Pinnell Classroom) in grades tk-3. There were opportunities for staff to collaborate and observe around the implementation. Many classrooms were outfitted with materials to better support this new curriculum as well. This work continued in the 2020-2021 school year.
- Lafayette staff also continued ongoing work around writing instruction. The focus was shifted from opinion writing to narrative writing. Grade level teams met regularly with the site principal and CARE specialist to collaborate and analyze student writing skills. This work continued in the 2020-2021 school year.
- The Lafayette Library was open to all students during the 2019-2020 school year. The library technician worked closely with district personnel to support staff and students in

both academics and enrichment through library materials. The Library was also open during the 2020-2021 school year and safety protocols will diligently followed.

- ELD technician supported and implemented ELD instruction in grades k-5th in both "pull-out" and "push-in" models. The technician worked closely with our EL Teacher to meet student needs.
- The CARE Specialist supported site by organizing monthly student success team meetings based on academic, behavioral, and attendance data. Staff were able to attend these meetings and significant data collection and reflection continued throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to Covid-19 pandemic and the fact that the CAASPP assessment was not administered in 2019-2020 academic data is limited. This plan is written to reflect the data that was collected in 2018-2019 and goals will remain the same.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected and engaged.

Goal 2

Increase student engagement and decrease chronically absent rate by 5%. Maintain suspension rates below 5% for all students and subgroups.

Identified Need

Chronic absenteeism continues to be an issue. Continue education of students and families about the need to be to school each day, on time ready to learn.

Due to Covid-19 pandemic, attendance data is limited. This plan is written to reflect the data that was collected in 2018-2019 school year and goals will remain the same.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	19.40% of students are chronically absent.	14.40% or less of students are chronically absent during the 2019-20 school year.
California Dashboard	During the 2018-19 School year 12.4% of students were suspended according to the California Dashboard.	Decrease suspension rate by 7.4% to meet Goal 2.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase positive school climate and engagement through Positive Behavior Interventions and Supports and Restorative Practice Implementation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 Students/English learners

Strategy/Activity
 Parent teacher conference, special meetings, phone calls and support in Spanish.

Proposed Expenditures for this Strategy/Activity
 List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	

Strategy/Activity 3
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All students

Strategy/Activity
 Supplemental funds and resources to support social emotional learning

Proposed Expenditures for this Strategy/Activity
 List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	

Strategy/Activity 4
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Students

Strategy/Activity
 Outreach communications to families of English Learners, Foster and Homeless Youth, and socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide front office support, including targeting attendance issues and working to increase parent involvement at our site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide front office support, including targeting attendance issues and working to increase parent involvement at our site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the COVID-19 pandemic, 2019-2020 school year came with it's own unique changes and challenges. School closures began in March of 2020 and continued through the end of the school year. The following analysis captures the implementation of strategies and activities both in-person

and virtually. It should be noted that some outcomes were challenging to obtain due to the closures. The 2020-2021 school year continued in a hybrid model as well.

This year there was a major effort and intentionality to implement other means of correction when addressing student behaviors. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community in order for students to feel a part of the school community and reduce behaviors. In addition, there has been a concerted effort to reduce absenteeism and tardies. As a school, we created a compelling scoreboard to track data and address issues. Attendance Student/Success Study Teams and referrals to SARB increased in the 2019-2020 school year in order to address barriers preventing students from regularly attending school.

The CARE Specialist supported site by organizing monthly student success team meetings based on academic, behavioral, and attendance data. Staff were able to attend these meetings and significant data collection and reflection continued throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue with strategies to decrease suspensions and increase attendance and engagement.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$133,000.00

Subtotal of additional federal funds included for this school: \$133,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$6,000.00

Subtotal of state or local funds included for this school: \$6,000.00

Total of federal, state, and/or local funds for this school: \$139,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Quincy Brownfield	Principal
Mai Lee	Classroom Teacher
Harmony Pelren	Classroom Teacher
Heidi Schlesiger	Classroom Teacher
Megan Teagarden	Other School Staff
Florence Parks	Parent or Community Member
Cynthia Bones	Parent or Community Member
Leigha Bartley	Parent or Community Member
Nikki Colon	Parent or Community Member
Keith Naker	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 20th, 2021.

Attested:

Principal, Quincy Brownfield on 10/20/21

SSC Chairperson, Mai Lee on 10/20/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary School	12-75515-6007827	January 20, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Using indicators of student achievement and school quality, Washington's SPSA targets student and educator engagement, school climate, access to and completion of coursework, and pupil readiness.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council, English Learner Advisory Committee, and Parent Teacher Association met in December 2020 and January, 2021. At these meetings, stakeholders reviewed previous year's data, discussed school academic goals and school climate, and elicited input. School Principal provided a draft of budget expenditures, based also on input from previous meetings, to stakeholders. School Site Council members voted to approve the draft budget; changes can be made as indicated once data from 2018-2019 is available and reviewed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	5.38%	6.11%	4.9%	26	28	22
African American	0.62%	0.66%	0.7%	3	3	3
Asian	9.11%	7.42%	9.1%	44	34	41
Filipino	1.45%	1.09%	0.9%	7	5	4
Hispanic/Latino	20.08%	20.96%	22.7%	97	96	102
Pacific Islander	1.86%	1.09%	0.7%	9	5	3
White	48.45%	48.91%	47.7%	234	224	214
Multiple/No Response	13.04%	13.76%	13.4%	63	63	60
Total Enrollment				483	458	449

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	94	91	92
Grade 1	83	75	76
Grade 2	71	80	75
Grade3	72	70	77
Grade 4	77	68	67
Grade 5	86	74	62
Total Enrollment	483	458	449

Conclusions based on this data:

- Kindergarten enrollment has declined
- Our Hispanic population has increased

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	67	58	55	13.9%	12.7%	12.2%
Fluent English Proficient (FEP)	11	8	10	2.3%	1.7%	2.2%
Reclassified Fluent English Proficient (RFEP)	1	4	1	1.4%	6.0%	1.7%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	80	69	72	80	69	72	80	69	98.6	100	100
Grade 4	80	81	75	80	80	73	80	79	73	100	98.8	97.3
Grade 5	85	76	80	83	76	78	83	76	78	97.6	100	97.5
All Grades	238	237	224	235	236	220	235	235	220	98.7	99.6	98.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.	2388.	2392.	23.61	7.50	14.49	30.56	25.00	15.94	25.00	28.75	33.33	20.83	38.75	36.23
Grade 4	2441.	2448.	2430.	8.75	17.72	16.44	23.75	21.52	13.70	27.50	22.78	27.40	40.00	37.97	42.47
Grade 5	2470.	2459.	2488.	12.05	5.26	17.95	28.92	28.95	29.49	16.87	21.05	20.51	42.17	44.74	32.05
All Grades	N/A	N/A	N/A	14.47	10.21	16.36	27.66	25.11	20.00	22.98	24.26	26.82	34.89	40.43	36.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.78	13.75	14.49	43.06	48.75	53.62	29.17	37.50	31.88
Grade 4	16.25	17.72	12.33	50.00	56.96	50.68	33.75	25.32	36.99
Grade 5	20.73	14.47	20.51	42.68	42.11	50.00	36.59	43.42	29.49
All Grades	21.37	15.32	15.91	45.30	49.36	51.36	33.33	35.32	32.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.22	2.50	14.49	47.22	50.00	49.28	30.56	47.50	36.23
Grade 4	12.50	13.92	10.96	53.75	45.57	45.21	33.75	40.51	43.84
Grade 5	17.07	10.53	25.64	41.46	42.11	41.03	41.46	47.37	33.33
All Grades	17.09	8.94	17.27	47.44	45.96	45.00	35.47	45.11	37.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.22	16.25	7.25	58.33	55.00	60.87	19.44	28.75	31.88
Grade 4	8.75	15.19	9.59	67.50	69.62	69.86	23.75	15.19	20.55
Grade 5	9.76	6.58	10.26	69.51	65.79	62.82	20.73	27.63	26.92
All Grades	13.25	12.77	9.09	65.38	63.40	64.55	21.37	23.83	26.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.72	16.25	14.49	44.44	51.25	52.17	20.83	32.50	33.33
Grade 4	16.25	18.99	12.33	60.00	58.23	52.05	23.75	22.78	35.62
Grade 5	19.51	14.47	24.36	43.90	47.37	46.15	36.59	38.16	29.49
All Grades	23.08	16.60	17.27	49.57	52.34	50.00	27.35	31.06	32.73

Conclusions based on this data:

1. 70% of 3rd and 4th graders nearly met or did not meet the standard
2. 44% of 4th graders scored "standard not met" in writing
3. Only 7% of 3rd graders score above standard in listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73	80	70	72	80	69	72	80	69	98.6	100	98.6
Grade 4	80	81	75	80	79	73	80	79	73	100	97.5	97.3
Grade 5	85	76	80	82	76	78	82	76	78	96.5	100	97.5
All Grades	238	237	225	234	235	220	234	235	220	98.3	99.2	97.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2443.	2408.	2414.	27.78	17.50	15.94	29.17	20.00	26.09	22.22	22.50	26.09	20.83	40.00	31.88
Grade 4	2466.	2467.	2465.	13.75	21.52	15.07	27.50	18.99	23.29	33.75	31.65	36.99	25.00	27.85	24.66
Grade 5	2475.	2481.	2481.	10.98	9.21	14.10	19.51	18.42	17.95	29.27	39.47	33.33	40.24	32.89	34.62
All Grades	N/A	N/A	N/A	17.09	16.17	15.00	25.21	19.15	22.27	28.63	31.06	32.27	29.06	33.62	30.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.06	22.50	20.29	23.61	32.50	37.68	33.33	45.00	42.03
Grade 4	22.50	31.65	26.03	41.25	30.38	38.36	36.25	37.97	35.62
Grade 5	18.29	13.16	20.51	36.59	43.42	33.33	45.12	43.42	46.15
All Grades	27.35	22.55	22.27	34.19	35.32	36.36	38.46	42.13	41.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.56	23.75	21.74	48.61	41.25	53.62	20.83	35.00	24.64
Grade 4	21.25	17.72	16.44	46.25	56.96	49.32	32.50	25.32	34.25
Grade 5	9.76	7.89	14.10	51.22	53.95	44.87	39.02	38.16	41.03
All Grades	20.09	16.60	17.27	48.72	50.64	49.09	31.20	32.77	33.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.50	22.50	28.99	47.22	41.25	37.68	15.28	36.25	33.33
Grade 4	18.75	21.52	20.55	48.75	43.04	43.84	32.50	35.44	35.62
Grade 5	13.41	10.53	11.54	45.12	52.63	50.00	41.46	36.84	38.46
All Grades	22.65	18.30	20.00	47.01	45.53	44.09	30.34	36.17	35.91

Conclusions based on this data:

1. 68% of 5th graders scored "standard not met" overall in math
2. Nearly 30% of 3rd graders scored above standard in Communicating Reasoning
3. 75% of 3rd graders scored at or above standard in Problem Solving and Modeling/Data Analysis

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1401.7	1415.4	1416.8	1426.5	1366.4	1388.9	17	13
Grade 1	*	1447.9	*	1466.5	*	1428.7	*	11
Grade 2	*	*	*	*	*	*	*	10
Grade 3	1500.6	*	1496.0	*	1504.6	*	12	8
Grade 4	1543.5	1523.3	1545.5	1519.9	1541.2	1526.1	11	11
Grade 5	*	*	*	*	*	*	*	10
All Grades							63	63

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	46.15	*	38.46	*	7.69	17	13
1	*	9.09	*	45.45	*	27.27	*	18.18	*	11
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	12	*
4	*	18.18	*	63.64	*	18.18		0.00	11	11
5	*	*	*	*	*	*		*	*	*
All Grades	38.10	19.05	25.40	46.03	25.40	26.98	*	7.94	63	63

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	15.38	*	46.15	*	30.77	*	7.69	17	13
1	*	9.09	*	45.45	*	27.27	*	18.18	*	11
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	12	*
4	*	54.55	*	36.36		9.09		0.00	11	11
5	*	*	*	*	*	*		*	*	*
All Grades	49.21	36.51	23.81	39.68	19.05	17.46	*	6.35	63	63

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	*	23.08	*	46.15	*	23.08	17	13
1	*	0.00	*	9.09	*	63.64	*	27.27	*	11
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	12	*
4	*	0.00	*	63.64	*	27.27	*	9.09	11	11
5	*	*	*	*		*		*	*	*
All Grades	17.46	7.94	26.98	36.51	34.92	36.51	20.63	19.05	63	63

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	30.77	*	61.54	*	7.69	17	13
1	*	54.55	*	36.36	*	9.09	*	11
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	12	*
4	*	27.27	*	63.64		9.09	11	11
All Grades	50.79	30.16	38.10	61.90	*	7.94	63	63

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.08	*	69.23	*	7.69	17	13
1	*	9.09	*	63.64	*	27.27	*	11
2	*	*	*	*	*	*	*	*
3	*	*	*	*		*	12	*
4	100.00	81.82		18.18		0.00	11	11
All Grades	52.38	50.79	38.10	41.27	*	7.94	63	63

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	70.59	84.62	*	7.69	17	13
1	*	0.00	*	72.73	*	27.27	*	11
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	12	*
4	*	9.09	*	81.82	*	9.09	11	11
All Grades	22.22	7.94	55.56	71.43	22.22	20.63	63	63

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		23.08	64.71	38.46	*	38.46	17	13
1		0.00	*	81.82	*	18.18	*	11
3	*	*	*	*	*	*	12	*
4	*	18.18	*	81.82		0.00	11	11
All Grades	17.46	17.46	68.25	65.08	*	17.46	63	63

Conclusions based on this data:

1. 81% of 4th graders scored "well-developed" in the Speaking domain.
2. 81% of 4th graders scored "somewhat/moderately" in the Writing domain
3. 81% of the 4th graders scored "somewhat/moderately" in the Reading domain

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
458	64.8	12.7	4.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	12.7
Foster Youth	20	4.4
Homeless	22	4.8
Socioeconomically Disadvantaged	297	64.8
Students with Disabilities	62	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
American Indian	28	6.1
Asian	34	7.4
Filipino	5	1.1
Hispanic	96	21.0
Two or More Races	63	13.8
Pacific Islander	5	1.1
White	224	48.9

Conclusions based on this data:





- 14% of our students are EL
- 62% of our students are classified as socioeconomically disadvantaged.
- Less than half of our student population is classified as white.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Orange		

Conclusions based on this data:

1. We need to focus on improving our English Language arts scores.
2. Suspension rates needs to be a huge emphasis (which it was for the 19-20 school year)
3. We need to focus on improving Math scores.

School and Student Performance Data

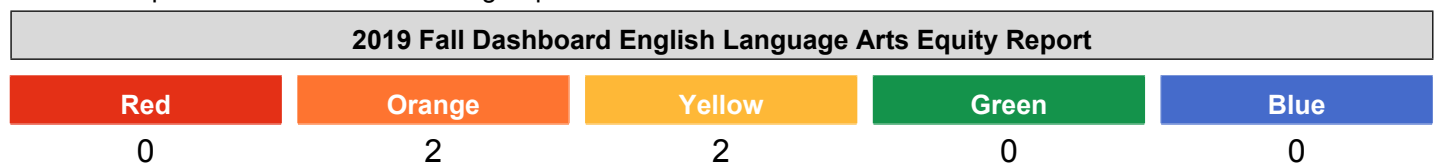
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Yellow		Orange		No Performance Color	
31.2 points below standard		47.9 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.4 points		Maintained ++0.6 points		7	
213		32			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Yellow		No Performance Color	
33.3 points below standard		44 points below standard		99 points below standard	
Increased Significantly ++22.3 points		Increased ++4.3 points		Increased ++14.2 points	
20		131		27	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Asian  No Performance Color 6.5 points below standard Increased Significantly ++42.1 points 21	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic  Orange 57.9 points below standard Declined Significantly -16.7 points 38	Two or More Races  No Performance Color 35.3 points below standard Increased ++3.5 points 27	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  Yellow 19.4 points below standard Increased ++10.5 points 107

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 67.2 points below standard Maintained ++0.5 points 27	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 5	English Only 29 points below standard Increased ++5.2 points 178
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Conclusions based on this data:

1. Nearly 50% of EL scored below average
2. Nearly 60% of Hispanic students scored below average
3. 20% of students classified as white scored below average

School and Student Performance Data

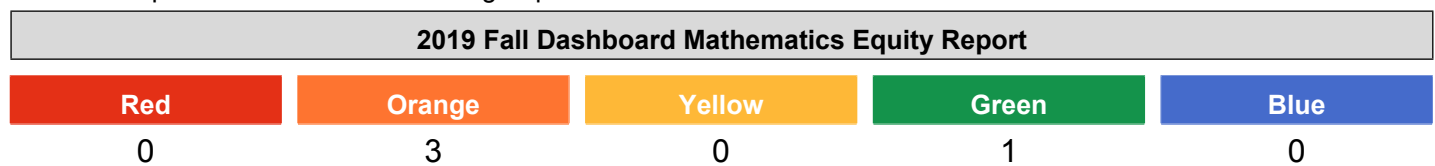
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 30 points below standard Maintained 0 points 213	English Learners  Orange 54.1 points below standard Declined -5.7 points 32	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless  No Performance Color 50.5 points below standard Increased ++8.3 points 20	Socioeconomically Disadvantaged  Orange 46.6 points below standard Declined -3 points 131	Students with Disabilities  No Performance Color 100.3 points below standard Declined -4.9 points 27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 9.7 points below standard Increased Significantly ++17.7 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.5 points below standard Declined Significantly -25.8 points 38	 No Performance Color 33.2 points below standard Increased ++6.5 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 11.9 points below standard Increased ++3.2 points 107

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.3 points below standard Declined -8.7 points 27	Less than 11 Students - Data Not Displayed for Privacy 5	25.7 points below standard Maintained ++0.6 points 178

Conclusions based on this data:

1. Our average for all students was 30% below standard
2. Nearly 80% of Hispanic students scored below average

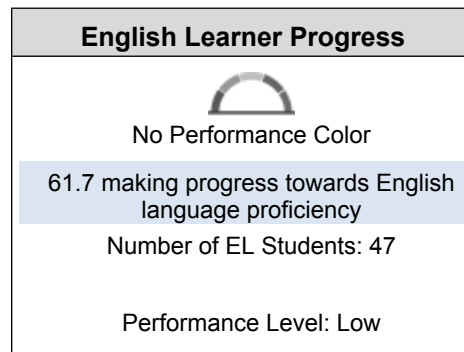
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.8	23.4	12.7	48.9

Conclusions based on this data:

1. Almost 50% of students progressed at least one level

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

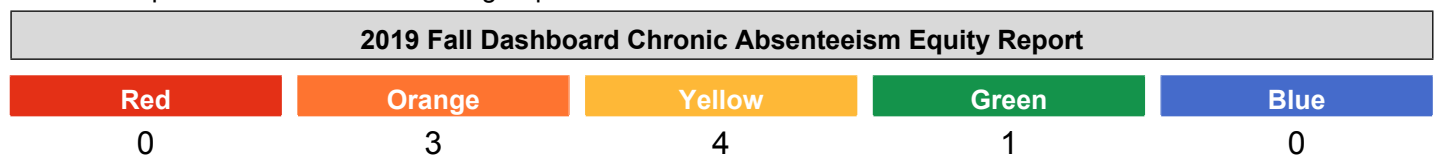
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 11.8 Declined -0.6 500	English Learners  Orange 10 Increased +1.8 70	Foster Youth  No Performance Color 8.7 Declined -15.1 23
Homeless  Yellow 12.1 Declined -7.2 33	Socioeconomically Disadvantaged  Yellow 15.4 Declined -0.5 319	Students with Disabilities  Yellow 10.8 Declined -3.2 74

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color 3.6 Declined -15.7 28	Asian  Orange 8.5 Increased +6.3 47	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic  Orange 19.2 Increased +5.1 99	Two or More Races  Yellow 19 Declined -3.7 63	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	White  Green 8.2 Declined -1.5 244

Conclusions based on this data:

1. 15% of our socioeconomically disadvantaged students are chronically absent
2. 19% of our Hispanic students are chronically absent
3. 10% of our students with disabilities are chronically absent

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

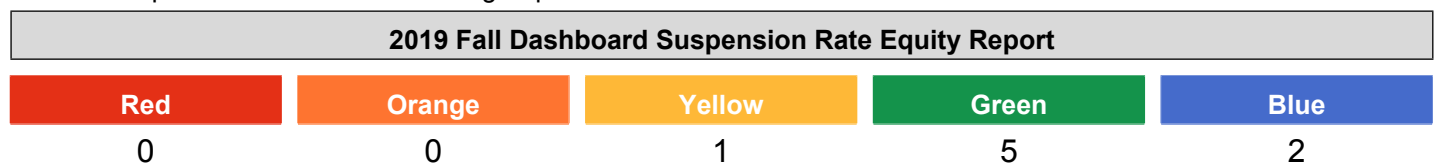
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.2 Declined Significantly -2 512	English Learners  Blue 0 Declined -1.3 76	Foster Youth  No Performance Color 4.2 Declined -0.6 24
Homeless  Green 2.6 Declined -5.8 38	Socioeconomically Disadvantaged  Green 1.5 Declined Significantly -1.9 329	Students with Disabilities  Green 2.7 Declined -5.8 75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 3	American Indian  No Performance Color 0 Declined -3.8 29	Asian  Blue 0 Maintained 0 51	Filipino  No Performance Color Less than 11 Students - Data 7
Hispanic  Yellow 1.9 Maintained -0.2 103	Two or More Races  Green 1.5 Declined -4.7 65	Pacific Islander  No Performance Color Less than 11 Students - Data 9	White  Green 1.2 Declined Significantly -1.9 245

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	1.2

Conclusions based on this data:

- 1.2 % of our students have been suspended
- White students' suspension rate declined significantly

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 1

Goal 1: Due to Covid 19- pandemic and the fact that the CAASPP assessment was not administered in 2019-2020 academic data is limited. This plan is written to reflect the data that was collected in 2019-2020 and goals will remain the same.

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Identified Need

Student CAASPP results in ELA and Math indicate a need to continued work with staff and students in the area of improving academic skills.

Goal 1: Increase the number of students meeting or exceeding standards in Mathematics and Language Arts by 5% as measured by the California Assessment of Student Performance and Progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	26% of students scored met or exceeded in ELA and 35% scored met or exceeded in math	increased proficiency on grade level standards.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2020 - June 2021: Select acquire and implement intervention curriculum and CCSS aligned supplemental materials, especially in English Language Arts, including classroom libraries for independent student reading. Explore and purchase additional math numbers sense

supplemental supplies and materials and math intervention materials. Principal, Leadership team, Intervention and ELD Teachers Includes purchasing supplementary materials and intervention support materials for targeted subgroups includes purchasing materials and supplies to support new ELA materials adoption and integration with NGSS related thematic units of study. Copier Maintenance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8,000.00

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2020- June 2021 Provide Library Tech Hours Principal, Leadership Team, Library Tech Employ library technician to provide academic supplemental resources, materials and technology, including access to the library for families before the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19,430.00

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2020 - June 2021 Provide Literacy Technicians to support the Reading Intervention Teacher in delivering Reading, Writing, and interventions. Provide Math Technician to support the math intervention program. Principal, Leadership Team. Employ Mathematics and Literacy Technicians to support Intervention teacher and classroom teachers in providing intervention services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23,830.00

Source(s)

Title I

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2019-June 2020 Provide funding to support the CARE Specialist position. Principal, Leadership Team Ensure CARE coach is utilizing time to be proactive in coaching teachers and literacy technicians to implement the newly adopted ELA curriculum and implementing best practices in instructional delivery, and support teaching staff in analyzing student ELA and Math data to collaborate around next steps in instruction to achieve increasing student skill achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000.00

Source(s)

Title I

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2020-June 2021 Provide fees for teaching and math tech staff to attend professional development workshops in the area of Math Instruction, particularly with the goal of improving student skill with number sense and fact fluency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2020 - June 2021 Provide release time and /or paid outside of contract time for certificated and classified collaboration and professional development. Principal, Leadership team, Collaboration schedule team, Instructional Coaches, Teacher Leaders, Classified representatives Includes providing collaboration and possible extra hours for selection of common assessments and common scoring guides, as well as release time for teachers to visit other teachers on or off site for purposes of professional growth, as recommended by an instructional coach. Also includes classified extra hours to attend professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000.00

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2020 - June 2021 Develop and Refine our Student Study Team in order to identify students needing academic intervention and to assist teachers in identifying and providing appropriate modifications and instructional strategies to support our students Principal, Leadership Team, Student Success Team Includes providing release time for teachers who have referred students to attend regular Student Success Team meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000.00

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

August 2020 - June 2021 Parent Involvement/ Communication Provide printings and flyers to inform our parents of school events including Math/Literacy night, School Safety Prep Night, CCSS information and other means to foster community in our school with parents and community members.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000.00

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2019-2020 school year the Washington teaching staff focused on building student literacy skills. Students' reading skill was assessed over the school year, and staff reviewed data and received professional development in the area of guided reading and reading assessment. Many teaching staff also participated in piloting new ELA curriculum, which has just been adopted by the school board and purchased for teacher/student use in the 2019-20 school year. In grade level teams, with the site principal and instructional coach/reading intervention teacher, resource teacher and ELD/reading intervention teacher supporting, teachers received ongoing professional development around ELA. Additionally, all teachers in grades 3-5 were responsible for giving at least three Interim assessments. District instructional coaches were available to support teachers in giving Interim assessments. Professional development was also provided around Interim assessments. Eureka City Schools follows a collaboration model to promote collaboration and provide professional development. Mondays are early release for students, and staff alternates between teacher led and principal led collaboration.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To be determined when 2018-19 CAASPP results are released.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

We have created our goals based on our school's needs which include goals for academic progress in ELA and Mathematics. We also have goals that will help students socially, emotionally, and behaviorally.

These goals will address the needs of the entire child and are aligned with the District's LCAP goals which include:

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2

Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Our attendance, suspension and PBIS (SWIS) data indicate a need to continue to focus on creating a safe, supportive and culturally responsive environment where all stakeholders feel valued, connected and engaged.

Decrease percentage of chronically absent students from 12.4% of students to less than 9% of students.

Identified Need

Increase engagement, decrease chronically absent, Maintain suspension rates below 5%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A2A	% of student chronically absent	Decrease number of chronically absent by 3%
SWIS/Powerschool incident management	% of students with BTF's (behavior tracking forms)/Suspensions	Continue to decrease number of suspensions and % of students suspended

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

August 2019 - June 2020 Increase Positive School Climate through Positive Behavior Interventions and Supports and Restorative Practice Implementation. Principal, School Climate Team, Coaches, PBIS Team, Staff Continue and enhance PBIS as well as receive training in Restorative Practices

and engagement strategies Provide extra monitor support at peak times Provide regular monitor training and coaching PBIS Training occurs with both the certificated and classified staff throughout the year. PBIS training occurs for students the first day of school, after every break and throughout the year. PBIS strategies are implemented yearlong and monitored by the PBIS team and administration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2019 - June 2020 Provide Student CARE Specialist Principal, Leadership Team Ensure CARE specialist is utilizing time to coordinate schoolwide PBIS teams and meetings including CICO, be proactive in providing behavior support coaching to staff in order to proactively support schoolwide prosocial behavior and positive classroom management, support student behavioral interventions, and organize and lead Student Study Teams.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,000.00

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2019 - June 2020 Develop and Refine our Student Study Team in order to identify students needing behavioral intervention and to assist teachers in identifying an providing appropriate modifications and instructional strategies to support our students Principal, Leadership Team, Student Success Team Includes providing release time for teachers who have referred students to attend regular Student Success Team meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Title I

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2019 - June 2020 Provide a Student Success Team (Behavior Team) to identify students needing behavioral intervention. To provide additional adult support to assist identifying and providing appropriate modifications and strategies which engage student in learning and improve attendance Principal, Student Study Team, Support Personnel Includes Providing classroom support to implement teacher created behavior plans and supports. Reviewed by Student Success Team each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23,200.00

Source(s)

Title I

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

August 2019 - June 2020 Outreach communications to families of English Learners, Foster and Homeless Youth, and socioeconomically disadvantaged students which highlight opportunities to participate in school events and decision making forums Principal, Leadership Team, EL Coordinator, Interpreters Includes providing translation and interpretive services and materials/supplies for meetings. Consultation and professional development from Marshall Family Resource Center/Homeless and Foster Youth Liaison or other agencies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year there was a major effort to use implement other means of correction when addressing negative student behaviors. Social circles, community building activities, and restorative practices are strategies utilized on a regular basis to create a sense of community in order for students to feel a part of the school community and reduce negative/challenging behaviors. In addition, there has been a concerted effort to reduce absenteeism and tardies. As a school, we created a compelling scoreboard to track data and address issues. Attendance Student Study Teams and referrals to SARB increased in the 2018-19 school year in order to address barriers preventing students from regularly attending school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To be determined when 2018-19 dashboard scores on attendance and suspension are released.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,460.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$99,460.00

Subtotal of additional federal funds included for this school: \$99,460.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$8,000.00

Subtotal of state or local funds included for this school: \$8,000.00

Total of federal, state, and/or local funds for this school: \$107,460.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Teri Silvers	Principal
Mary Stone	Classroom Teacher
Lauren Coradines	Classroom Teacher
Rose Buchner	Classroom Teacher
Erin Barres	Other School Staff
Kristen Vogel	Parent or Community Member
Lydia Thrash	Parent or Community Member
Danielle Jenkins	Parent or Community Member
Lisa Lorenzen	Parent or Community Member
Sharon Vanderpas	Parent or Community Member
Mary Onstad	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Washington PBIS

Washington Site Based Leadership

Washington PTSA

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 20, 2021.

Attested:




Principal, Teri Silvers on Jan. 20, 2021

SSC Chairperson, Rose Buchner on Jan. 20, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Winship Middle School	12101240000000	10-25-2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Winship Middle School will implement a Multi-Tiered System of Supports to meet the requirements of the Every Student Succeeding Act. Our two main goals focus on academic achievement and school climate. These goals are directly aligned with Eureka City Schools Local Control and Accountability Plan.

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

SCHOOL GOAL #1: Increase the number of students meeting or exceeding standards in Mathematics and Language Arts by 5% as measured by the California Assessment of Student Performance and Progress.

LCAP GOAL 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

SCHOOL GOAL #2: Increase student attendance and decrease referrals by 5% as measured by attendance rates, grades and SWIS data in order to improve student grades.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids survey was administered to students 7th grade students during the 2019-2020 school year. Results indicate that work needs to be done to include students in decision making, making them feel safe and connected to school and increasing student motivation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations by site and district staff were conducted on a regular basis. Site goals around school climate were a focus. Observations indicate a need for staff professional development on positive behavior interventions and supports, restorative practices and classroom management.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff analyze formative and summative assessment results on a regular basis in order to drive instruction to support differentiated student learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Eureka City Schools team was trained in elements of the district LCAP. The county coordinator facilitated a training for staff to analyze our CAASPP data. Our school grade level teams set goals for student improvement that are based on the CAASPP results and are aligned with the districts LCAP goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council, ELAC stakeholder meetings, staff meetings and PTSA meetings were used to gather information for the review and update of the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	6.1%	6.09%	7.9%	21	21	29
African American	2.03%	2.32%	1.6%	7	8	6
Asian	9.88%	8.12%	7.9%	34	28	29
Filipino	0.87%	0.29%	%	3	1	
Hispanic/Latino	26.45%	25.51%	26.5%	91	88	97
Pacific Islander	0.87%	1.45%	1.6%	3	5	6
White	43.9%	45.51%	43.4%	151	157	159
Multiple/No Response	9.88%	10.72%	10.7%	34	37	39
Total Enrollment				344	345	366

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	70	93	90
Grade 7	135	115	154
Grade 8	139	137	122
Total Enrollment	344	345	366

Conclusions based on this data:

1. Enrollment has fluctuated year by year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	63	55	55	18.3%	15.9%	15.0%
Fluent English Proficient (FEP)	29	26	34	8.4%	7.5%	9.3%
Reclassified Fluent English Proficient (RFEP)	0	6	8	0.0%	9.5%	14.5%

Conclusions based on this data:

- Continued support is needed in this area.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	110	106	71	107	104	68	107	102	68	97.3	98.1	95.8
Grade 7	101	153	139	99	151	136	99	149	135	98	98.7	97.8
Grade 8	109	88	138	106	83	138	106	83	137	97.2	94.3	100
All Grades	320	347	348	312	338	342	312	334	340	97.5	97.4	98.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2466.	2412.	2460.	0.93	1.96	5.88	24.30	4.90	11.76	28.04	17.65	35.29	46.73	75.49	47.06
Grade 7	2462.	2495.	2487.	1.01	2.01	2.96	13.13	31.54	22.22	27.27	25.50	26.67	58.59	40.94	48.15
Grade 8	2524.	2488.	2496.	3.77	2.41	1.46	31.13	20.48	21.90	32.08	24.10	30.66	33.02	53.01	45.99
All Grades	N/A	N/A	N/A	1.92	2.10	2.94	23.08	20.66	20.00	29.17	22.75	30.00	45.83	54.49	47.06

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.61	1.98	8.82	47.66	23.76	42.65	46.73	74.26	48.53
Grade 7	6.06	7.43	8.15	38.38	49.32	45.19	55.56	43.24	46.67
Grade 8	9.43	3.61	11.03	53.77	42.17	42.65	36.79	54.22	46.32
All Grades	7.05	4.82	9.44	46.79	39.76	43.66	46.15	55.42	46.90

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.61	2.00	7.35	41.12	14.00	44.12	53.27	84.00	48.53
Grade 7	7.07	7.48	8.96	34.34	48.30	44.78	58.59	44.22	46.27
Grade 8	9.43	4.82	3.68	56.60	36.14	45.59	33.96	59.04	50.74
All Grades	7.37	5.15	6.51	44.23	34.85	44.97	48.40	60.00	48.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.54	3.00	7.35	65.42	45.00	51.47	28.04	52.00	41.18
Grade 7	4.04	6.76	6.67	50.51	61.49	54.81	45.45	31.76	38.52
Grade 8	0.94	8.43	3.68	75.47	63.86	67.65	23.58	27.71	28.68
All Grades	3.85	6.04	5.60	64.10	57.10	59.29	32.05	36.86	35.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.41	3.96	8.82	54.21	42.57	50.00	37.38	53.47	41.18
Grade 7	4.04	10.81	10.37	43.43	56.08	43.70	52.53	33.11	45.93
Grade 8	15.09	6.02	8.09	50.94	50.60	47.79	33.96	43.37	44.12
All Grades	9.29	7.53	9.14	49.68	50.60	46.61	41.03	41.87	44.25

Conclusions based on this data:

1. Students continue to need support in this area.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	109	106	71	107	104	70	107	104	70	98.2	98.1	98.6
Grade 7	101	152	139	99	150	137	99	150	137	98	98.7	98.6
Grade 8	110	88	138	107	84	138	107	84	135	97.3	95.5	100
All Grades	320	346	348	313	338	345	313	338	342	97.8	97.7	99.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2453.	2409.	2460.	0.93	2.88	7.14	8.41	1.92	8.57	35.51	23.08	34.29	55.14	72.12	50.00
Grade 7	2432.	2445.	2459.	1.01	2.67	5.11	5.05	8.67	5.84	23.23	26.00	29.20	70.71	62.67	59.85
Grade 8	2491.	2458.	2520.	0.93	3.57	10.37	15.89	7.14	22.22	30.84	21.43	23.70	52.34	67.86	43.70
All Grades	N/A	N/A	N/A	0.96	2.96	7.60	9.90	6.21	12.87	30.03	23.96	28.07	59.11	66.86	51.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.67	2.94	11.43	27.10	16.67	28.57	68.22	80.39	60.00
Grade 7	2.02	6.67	5.88	19.19	23.33	26.47	78.79	70.00	67.65
Grade 8	5.61	4.76	24.63	35.51	26.19	26.12	58.88	69.05	49.25
All Grades	4.15	5.06	14.41	27.48	22.02	26.76	68.37	72.92	58.82

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	1.87	1.92	5.71	37.38	21.15	32.86	60.75	76.92	61.43
Grade 7	1.01	6.67	4.41	31.31	34.00	37.50	67.68	59.33	58.09
Grade 8	1.87	4.76	12.59	44.86	39.29	39.26	53.27	55.95	48.15
All Grades	1.60	4.73	7.92	38.02	31.36	37.24	60.38	63.91	54.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.74	2.88	5.71	37.38	24.04	31.43	58.88	73.08	62.86
Grade 7	4.04	2.00	5.88	40.40	46.00	49.26	55.56	52.00	44.85
Grade 8	5.61	2.38	12.69	51.40	46.43	49.25	42.99	51.19	38.06
All Grades	4.47	2.37	8.53	43.13	39.35	45.59	52.40	58.28	45.88

Conclusions based on this data:

1. Students continue to need support in this area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1547.8	1522.7	1552.3	1526.9	1542.9	1518.2	26	15
Grade 7	1566.0	1565.0	1566.9	1576.5	1564.6	1552.9	25	28
Grade 8	1551.2	1583.1	1557.9	1602.7	1543.8	1563.0	13	15
All Grades							64	58

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.67	53.85	60.00	*	26.67		6.67	26	15
7	60.00	46.43	*	25.00	*	21.43		7.14	25	28
8	*	33.33	*	46.67	*	20.00	*	0.00	13	15
All Grades	51.56	32.76	39.06	39.66	*	22.41	*	5.17	64	58

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	65.38	33.33	*	46.67		13.33		6.67	26	15
7	84.00	60.71	*	17.86	*	14.29		7.14	25	28
8	84.62	66.67	*	33.33	*	0.00		0.00	13	15
All Grades	76.56	55.17	20.31	29.31	*	10.34		5.17	64	58

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.67	*	13.33	50.00	46.67	*	33.33	26	15
7	*	7.14	*	46.43	*	32.14	*	14.29	25	28
8	*	6.67	*	46.67	*	40.00	*	6.67	13	15
All Grades	29.69	6.90	20.31	37.93	35.94	37.93	*	17.24	64	58

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.67	57.69	66.67	*	26.67	26	15
7	48.00	10.71	48.00	60.71	*	28.57	25	28
8	*	26.67	*	66.67		6.67	13	15
All Grades	45.31	13.79	51.56	63.79	*	22.41	64	58

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	96.15	60.00	*	33.33		6.67	26	15
7	96.00	85.71	*	7.14		7.14	25	28
8	84.62	86.67	*	13.33		0.00	13	15
All Grades	93.75	79.31	*	15.52		5.17	64	58

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	53.33	61.54	46.67	26	15
7	44.00	7.14	*	53.57	*	39.29	25	28
8	*	20.00	*	53.33	*	26.67	13	15
All Grades	31.25	8.62	20.31	53.45	48.44	37.93	64	58

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	26.67	69.23	60.00		13.33	26	15
7	*	21.43	64.00	71.43		7.14	25	28
8	*	0.00	*	100.00	*	0.00	13	15
All Grades	29.69	17.24	68.75	75.86	*	6.90	64	58

Conclusions based on this data:

- Continued support is needed in this area.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
345	74.5	15.9	2.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	55	15.9
Foster Youth	9	2.6
Homeless	19	5.5
Socioeconomically Disadvantaged	257	74.5
Students with Disabilities	68	19.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.3
American Indian	21	6.1
Asian	28	8.1
Filipino	1	0.3
Hispanic	88	25.5
Two or More Races	37	10.7
Pacific Islander	5	1.4
White	157	45.5

Conclusions based on this data:

1. Diversity is a strength at Winship. Continued work with Culturally Responsive Teaching is needed.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1. Students continue to need support in these areas.

School and Student Performance Data

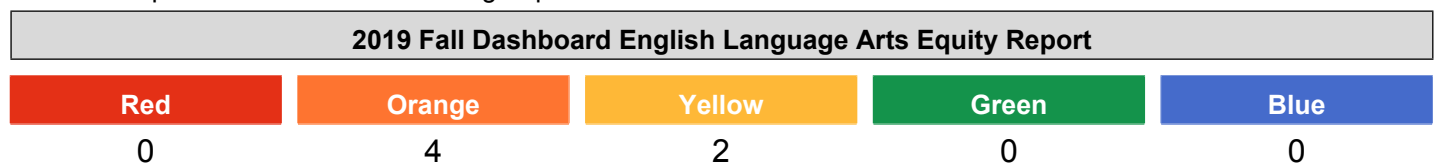
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Yellow		Orange		No Performance Color	
64.2 points below standard		73.5 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased Significantly ++18.5 points 322		Increased Significantly ++25.4 points 74		2	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		Orange	
110 points below standard		78.1 points below standard		115.9 points below standard	
Increased ++14.5 points 12		Increased Significantly ++20.2 points 228		Increased Significantly ++28.5 points 70	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color 98.7 points below standard Increased Significantly ++21 points 20	Asian  Yellow 39.6 points below standard Increased Significantly ++26.5 points 34	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange 79 points below standard Increased Significantly ++20 points 85	Two or More Races  No Performance Color 72.7 points below standard Increased Significantly ++16.3 points 33	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Yellow 55 points below standard Increased Significantly ++18.3 points 138

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 97.3 points below standard Increased ++12.4 points 54	Reclassified English Learners 9.4 points below standard 20	English Only 66.1 points below standard Increased ++14.5 points 234
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Conclusions based on this data:

- Students continue to need support in this area.

School and Student Performance Data

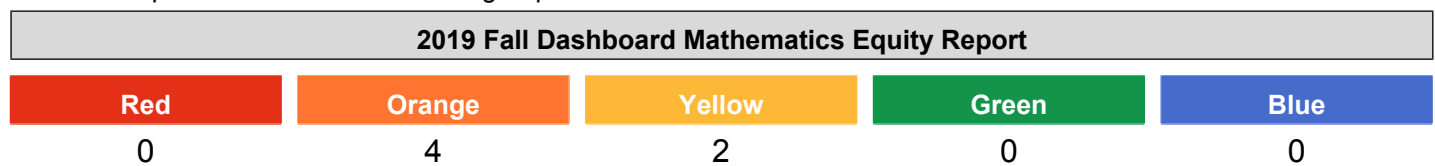
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 84 points below standard Increased Significantly ++43.8 points 323	English Learners  Orange 97.2 points below standard Increased Significantly ++41.2 points 74	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 133.2 points below standard Increased Significantly ++27.7 points 12	Socioeconomically Disadvantaged  Orange 98 points below standard Increased Significantly ++43.2 points 229	Students with Disabilities  Orange 154.5 points below standard Increased Significantly ++31.3 points 70

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color 101.7 points below standard Increased Significantly ++68.4 points 20	Asian  Yellow 57.7 points below standard Increased Significantly ++30.4 points 34	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic  Orange 104.2 points below standard Increased Significantly ++36.7 points 86	Two or More Races  No Performance Color 80.6 points below standard Increased Significantly ++81.7 points 33	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Yellow 74.8 points below standard Increased Significantly ++44.1 points 138

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 119.8 points below standard Increased Significantly ++25.5 points 54	Reclassified English Learners 36.2 points below standard 20	English Only 84.1 points below standard Increased Significantly ++42.9 points 235
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Conclusions based on this data:

- Students continue to need support in this area.

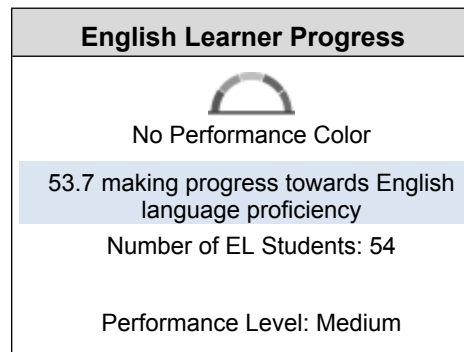
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.3	25.9	7.4	46.2

Conclusions based on this data:

1. Students continue to need support in this area.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

School and Student Performance Data

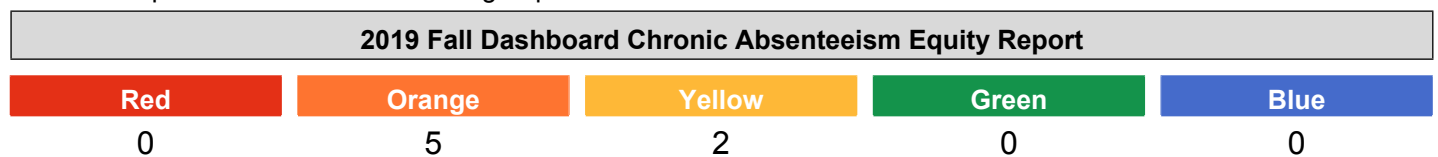
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 16.3 Maintained -0.4 368	 Orange 9 Increased +0.7 67	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 37.5 Increased +15.9 24	 Orange 19.4 Maintained -0.4 268	 Yellow 17.9 Declined -2.5 78

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color 21.7 Increased +3.9 23	Asian  Orange 5.9 Increased +3.5 34	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 12.5 Increased +1.1 96	Two or More Races  Orange 18.9 Maintained -0.4 37	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Yellow 18.4 Declined Significantly -4.3 163

Conclusions based on this data:

- Students continue to need support in this area.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A

School and Student Performance Data

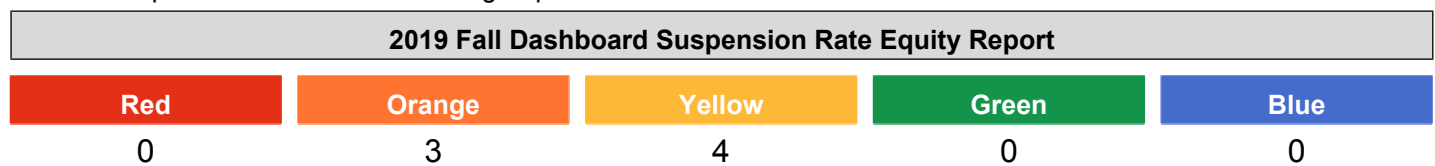
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 11.5 Declined Significantly -10.1 383	English Learners  Orange 8.6 Increased +0.5 70	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 5
Homeless  No Performance Color 7.1 Declined -21.1 28	Socioeconomically Disadvantaged  Yellow 12.8 Declined Significantly -11.3 281	Students with Disabilities  Orange 19 Declined -12.8 79

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 8	American Indian  No Performance Color 13 Declined -12 23	Asian  Orange 5.7 Increased +3.3 35	Filipino  No Performance Color Less than 11 Students - Data 4
Hispanic  Yellow 10.1 Declined -9.5 99	Two or More Races  Yellow 10.3 Declined -18.8 39	Pacific Islander  No Performance Color Less than 11 Students - Data 6	White  Yellow 14.2 Declined Significantly -11.7 169

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	21.6	11.5

Conclusions based on this data:

- Students continue to need support in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 1

Increase the number of students meeting or exceeding standards in Mathematics and Language Arts by 5% as measured by the California Assessment of Student Performance and Progress. Winship will implement school-wide multi-tiered systems of supports to address the needs of students in the areas of math and language arts.

Identified Need

22.94 % of students met or exceeded Overall Achievement for All Students in Language Arts.
20.47% of students met or exceeded Overall Achievement for All Students in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	28 % of students met or exceeded Overall Achievement for All Students in Language Arts 18% of students met or exceeded Overall Achievement for All Students in Math.	Increased proficiency on grade level standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support student's ability to access the common core state standards in Math and Language Arts.
Increase students ability to access interventions and supports during the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
64,477.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for students to access instructional materials, fiction and non fiction reading materials and a quiet work space. Increase library operating hours to 40 hours per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

26,400.00

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide after school tutorials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000.00

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I
	Title I
	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Winship Middle School implemented multitiered systems of supports to help increase student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closure due to COVID 19 changed the method of intervention and supports. Interventions needed to be provided virtually.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2

Increase student attendance and decrease referrals by 5% as measured by attendance rates, discipline reports, grades and SWIS data in order to improve student achievement.

Identified Need

During the 2019-2020 school year, the school closure and remote learning, data regarding discipline and attendance was not comparable to other years due to the unique circumstances.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS Data, Attendance, Discipline Data, SIS	During the 2017-2018 school year, Winship had 179 suspension, 72 In School Suspensions and 2 Expulsions. Chronic absentee rates were at 16.7%. 2,850 Office Referrals were made by staff. 2019-2020 data unavailable	Increase student attendance and decrease referrals by 5% as measured by attendance rates, discipline reports, grades and SWIS data in order to improve student grades.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create an alternative to out of school suspension for students. Provide access to grade level curriculum, certificated staff, counseling support, restorative opportunities, social skill development, reflective activities and ongoing behavior monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
56,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access to grade level curriculum, certificated staff, counseling support, restorative opportunities, social skill development, reflective activities and ongoing behavior monitoring. Provide intensive supervision of students before, after and during school increasing students opportunities to participate in clubs and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,400	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Advisory chair will organize, plan and prepare instructional materials to be used in grade level advisory classes. Goal setting, organization, study skills and Second Step Curriculum implementation will be included.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide materials and supplies to support students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2100.00

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Winship Middle School implemented multitiered systems of supports to help increase student achievement and student engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closure due to COVID 19 changed the method of intervention and supports. Interventions needed to be provided virtually.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Certificated salaries to include assessment of EL students (including CELDT testing, EL folder updating, EL Teacher collaboration, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Other operating expenses that support EL instruction (including Rosetta Stone.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Duplicating and supplies to support PBIS at our site. (Posters, flyers, bulk mailings, parent education-Title I Parent Involvement)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Hire classified personnel (monitor/s) to assist with student supervision. Supplemental monitor 3.5 hrs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Purchase of planners/planner pages and other methods to enhance organizational skills and home-school communication. (Title I Parent Involvement)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Parent Involvement materials & supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity
Certificated staff stipend.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$184,377.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$184,377.00

Subtotal of additional federal funds included for this school: \$184,377.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$184,377.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Teri Waterhouse	Principal
Alicia Smith	Classroom Teacher
Steven Couch	Classroom Teacher
Michael Nixon	Other School Staff
Beverly Rodriguez	Parent or Community Member
Su Karl	Parent or Community Member
Debbie Hart	Classroom Teacher
Lucky Syphanthog	Parent or Community Member
Jerab Pino	Parent or Community Member
Wendy Harper	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11-16-2020.

Attested:



Principal, Teri Waterhouse on 12-13-2021

SSC Chairperson, Wendy Harper on 12-13-2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Catherine L. Zane Middle School	12-75515-6057376	November 10, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Zane Middle School is situated on the beautiful north coast of California. Currently Zane there are 460 students enrolled in grades 6th-8th with 73.48% of the population identified as low socio-economically disadvantaged. In analyzing data we have identified students in need of additional supports in the areas of Math and Language Arts. As result Zane provides intensive intervention classes for struggling students in those areas as well as increased access to reading materials, AVID instructional strategies and materials, and targeted classroom technology (LCAP Goal #1). In addition, students are provided the opportunity to receive tutoring sessions after school, 3 days a week, from credentialed teachers. In alignment with LCAP Goal #2, the school supports a part-time Student Services Coordinator enhance services for students in order to meet their social-emotional and safety needs. Zane is working to reimplement the extensive school-wide STEAM project to facilitate project based learning in order to increase student, family, and community involvement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

On analyzing the California Healthy Kids Survey results for the 2020-21 school year and current SWIS data, it is apparent that there is work to be done at Zane Middle School. The indicators show a steady decline in the School Climate Index from 2016 to 2020. This information will be shared with the SSC and the PBIS/Climate Committee in order to develop a plan to increase students sense of belongingness on campus as well as an increased sense of expectation and support. Zane will strive to reinvigorate initiatives that will increase students engagement thus decreasing their achievement gap. Strategies such as AVID and PBIS will be retaught and implemented in a systematic way ensuring that all students have access to these supports in order to increase their access to the CCCSS.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal and Assistant Principal are conducting informal classroom and formal observations of teachers. Feedback is provided to the staff in order to fully support student learning. This year has been a challenging year as far as analyzing student engagement as we are conducting classes utilizing a Distance Learning Platform. Attendance rates are up but student performance is down, thus indicating that engagement and work completion are concerns at this time. Each teacher provides after school intervention opportunities to support student learning and the afterschool program is working to engage and support student learning as well.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Past practice has been that the Zane Leadership Advisory Team, Zane Academic Department Teams, and the Zane School Site Council analyze school Math and Language Arts CAASPP data particularly in regards to previously underperforming subgroups. Since the CAASPP test was not administered during the 2019-20 school year, these indicators are unavailable for analysis. Zane staff have analyzed grades and performance of students by levels of engagement and participation. These measures are discussed by varying teams in order to address student academic needs during a global pandemic. Past trends and current data will be utilized to determine student achievement levels and as soon as well as common assessment discussions in grade level collaboration. Baseline data will be collected following the implementation of state assessments and goals will be analyzed to determine if student achievement needs are being met and re-evaluate programs and interventions on an annual basis. Listed below is Zane's most current data in order to reference for future needs.

On the most recent CAASPP state test (2018-19), 36.5% of Zane Students Met or Exceeded State Standards in English Language Arts (ELA) and 36.5% of Zane Students Met or Exceeded State Standards in Mathematics. According to 2017-18 data, in terms of student subgroups, English Learners, Homeless Students, Socioeconomically Disadvantaged students, and Students with Disabilities scored significantly lower than the School Average in both ELA and Math. It should be noted that students designated as English Learners, Homeless Students, and Socioeconomically Disadvantaged significantly increased their performance score from the prior year. In terms of Race/Ethnicity subgroups, Hispanic students, and students identifying as Two or More Races scored significantly lower than the school average in both ELA and Math, although both subgroups increased significantly from the prior year. Students designated as current English Learners scored significantly lower than the school average in both ELA and Math, although current English Learners increased significantly in both ELA and Math from the prior year. Reclassified English Learners scored significantly higher in ELA and Math than the school average.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Math, ELA, Science and Social Studies Department teams meet every other week to collaborate around student performance. Middle school departments across the district are collaborating to develop common pacing guides and common assessments in order to have a basis for their discussions around student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All 26 teachers at Zane have their full credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers meet by department during regularly scheduled collaboration time every other week and all teachers participate in administration led collaboration and professional development on alternating Mondays. In addition, the district provided 3 professional development days prior to the start of the 2019-20 school year with an emphasis on teaching in a distance learning platform.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing and regular staff development takes place every Monday as a scheduled early release day for students. Staff development is planned in conjunction with the Teacher's Leadership Team, the site administration, academic department teams, as well as in conjunction with the other district middle school. Data analysis of student achievement assessments is a regular part of staff collaborations.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At this time, instructional support is provided through administration. Teachers can work with lead teachers throughout the district to support them in their professional growth. New teachers are enrolled in NCTIP and assigned a mentor to support them through their induction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers typically meet by department on collaboration days, but some collaboration days are set aside for grade level collaboration, especially in terms of looking at student behavior data.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The District Curriculum Committee meets monthly with the goal of reviewing and adopting aligned curriculum. The Zane Science Department lead serves on this committee.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Zane maintains instructional minutes for all subjects that meet the state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Math and ELA intervention classes are scheduled into the Zane master schedule in collaboration with the respective academic departments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Eureka City Schools ensures that all students have access to appropriate instructional materials. Extra textbooks and materials are available in the Zane library.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Zane teachers and classrooms use School Board adopted and standards-aligned instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Zane provides intervention classes in ELA and Math that are supported by teachers credentialed in the respective subjects. In addition, Zane provides ELD services for students in their respective grades.

Evidence-based educational practices to raise student achievement

Teachers have received and continue to receive additional training in Constructing Meaning and in AVID strategies. ELA teachers were training in the Amplify Curriculum this year.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The District provides an after-school program daily that includes tutoring by trained Cal-SOAP tutors. Cal-SOAP tutors also assist students in the Math and ELA intervention classes as well as in the AVID elective. Due to Covid-19 restrictions certain interventions have not occurred this year. However, each teacher has intervention/tutoring time Tuesday-Friday for 45 minutes. In addition, they have 30 minutes of office hours Tuesday-Friday. Zane has also provided in person interventions or face to face instruction for students with the most intensive needs, ELD support, and On Campus Academic Support when it was deemed safe. Traditionally, teachers have provided after school tutoring for students in the library every Tuesday, Wednesday, and Thursday during the school year. In August 2020, before school starts, the district provided a Summer Math boost to students. Currently, the district is creating its plan for a robust summer school program in order to mitigate learning loss, especially in light of Covid-19 impacts.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers and students are involved in planning ConApp programs through ELAC, DELAC, and LCAP meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funding provides targeted support through Math and ELA intervention courses, and reading intervention supports and materials. English Language Learners are supported through three English Language Development courses. Indian Education funds a tutor three days a week. Teachers are providing after school tutoring.

Fiscal support (EPC)

Site funds, Title 1

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council, the Zane Leadership Team, the PBIS team, ELAC, and the community at large were consulted as part of the SPSA Annual Review and Update. Nomination forms for School Site Council are sent to all families in the Summer/Fall prior to the school year. School Site Council elections were held in September. Teachers and classified staff are nominated by and elected by the respective staffs. The Zane Leadership Team is comprised of Department Lead teachers and they meet with administration monthly. The PBIS team meets monthly and includes the Vice-Principal. The president of ELAC is invited to attend SSC meetings monthly and the teacher liaison for ELAC serves on the SSC and reports monthly to the committee. These groups are consulted in regular meetings regarding the SPSA. Parents and community members were notified of meetings by invites posted on site website, by an autodialer phone message to all parents/guardians, and posted to the Zane Facebook page.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	4.99%	5.31%	5.0%	30	33	27
African American	2.5%	1.77%	2.9%	15	11	16
Asian	11.15%	11.09%	12.5%	67	69	68
Filipino	1%	0.8%	0.9%	6	5	5
Hispanic/Latino	23.29%	23.63%	22.5%	140	147	123
Pacific Islander	0.83%	1.29%	1.5%	5	8	8
White	48.25%	45.34%	44.5%	290	282	243
Multiple/No Response	7.99%	10.77%	10.3%	48	67	56
Total Enrollment				601	622	546

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	158	165	133
Grade 7	227	225	192
Grade 8	216	232	221
Total Enrollment	601	622	546

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	85	83	73	14.1%	13.3%	13.4%
Fluent English Proficient (FEP)	49	53	55	8.2%	8.5%	10.1%
Reclassified Fluent English Proficient (RFEP)	0	13	19	0.0%	15.3%	22.9%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	172	147	152	166	141	147	163	141	147	96.5	95.9	96.7
Grade 7	229	219	229	222	213	219	222	211	219	96.9	97.3	95.6
Grade 8	225	211	205	220	208	199	219	208	199	97.8	98.6	97.1
All Grades	626	577	586	608	562	565	604	560	565	97.1	97.4	96.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2479.	2477.	2482.	8.59	4.96	2.72	21.47	22.70	27.89	27.61	33.33	34.01	42.33	39.01	35.37
Grade 7	2534.	2513.	2524.	9.91	9.00	9.59	35.14	28.91	29.22	28.38	26.07	29.22	26.58	36.02	31.96
Grade 8	2543.	2545.	2525.	13.24	11.06	8.54	29.22	31.25	29.65	25.11	32.21	26.63	32.42	25.48	35.18
All Grades	N/A	N/A	N/A	10.76	8.75	7.43	29.30	28.21	29.03	26.99	30.18	29.56	32.95	32.86	33.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	16.05	12.86	11.81	41.36	43.57	43.75	42.59	43.57	44.44
Grade 7	20.72	17.62	17.43	48.20	42.86	45.41	31.08	39.52	37.16
Grade 8	23.74	16.43	18.18	38.36	49.76	44.95	37.90	33.82	36.87
All Grades	20.56	15.98	16.25	42.79	45.60	44.82	36.65	38.42	38.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.27	7.14	7.64	34.36	43.57	52.78	53.37	49.29	39.58
Grade 7	22.52	15.79	14.61	48.20	44.98	50.68	29.28	39.23	34.70
Grade 8	22.94	21.74	10.55	40.37	45.41	51.26	36.70	32.85	38.19
All Grades	19.90	15.83	11.39	41.63	44.78	51.42	38.47	39.39	37.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.59	10.00	6.25	63.19	60.71	72.92	28.22	29.29	20.83
Grade 7	11.71	10.05	12.33	67.12	64.59	69.86	21.17	25.36	17.81
Grade 8	12.79	14.01	10.61	68.49	63.77	66.67	18.72	22.22	22.73
All Grades	11.26	11.51	10.16	66.56	63.31	69.52	22.19	25.18	20.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	13.58	11.43	14.58	48.77	56.43	52.78	37.65	32.14	32.64
Grade 7	19.82	22.49	20.18	57.66	50.24	51.38	22.52	27.27	28.44
Grade 8	24.66	21.26	14.65	42.01	50.72	51.52	33.33	28.02	33.84
All Grades	19.90	19.24	16.79	49.59	51.98	51.79	30.51	28.78	31.43

Conclusions based on this data:

1. ELA scores are flat. Increase focus on writing across the curriculum, CM strategies, and AVID strategies across all content areas.
2. Reading is a relative weakness. Increase focus on delivering reading support materials through increased technology in ELA and ELD classrooms.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	172	147	152	165	141	144	165	141	144	95.9	95.9	94.7
Grade 7	229	218	230	223	209	222	223	209	222	97.4	95.9	96.5
Grade 8	225	213	205	220	209	196	220	209	196	97.8	98.1	95.6
All Grades	626	578	587	608	559	562	608	559	562	97.1	96.7	95.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2453.	2479.	2494.	7.88	9.93	7.64	10.30	9.93	17.36	29.09	37.59	37.50	52.73	42.55	37.50
Grade 7	2504.	2499.	2504.	8.97	11.00	10.36	17.49	18.66	18.47	33.63	26.79	30.63	39.91	43.54	40.54
Grade 8	2546.	2534.	2515.	20.91	14.35	13.27	17.73	19.14	15.31	25.45	28.71	27.04	35.91	37.80	44.39
All Grades	N/A	N/A	N/A	12.99	11.99	10.68	15.63	16.64	17.08	29.44	30.23	31.14	41.94	41.14	41.10

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.30	9.22	13.99	25.45	34.04	40.56	64.24	56.74	45.45
Grade 7	15.77	17.70	17.19	36.94	31.58	33.48	47.30	50.72	49.32
Grade 8	25.91	19.14	13.78	33.18	39.23	37.24	40.91	41.63	48.98
All Grades	17.96	16.10	15.18	32.45	35.06	36.61	49.59	48.84	48.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.30	10.64	7.64	27.88	42.55	47.22	61.82	46.81	45.14
Grade 7	12.56	17.22	12.16	44.84	39.71	48.65	42.60	43.06	39.19
Grade 8	19.09	17.22	13.27	46.36	54.55	41.33	34.55	28.23	45.41
All Grades	14.31	15.56	11.39	40.79	45.97	45.73	44.90	38.46	42.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.09	11.35	8.33	37.58	41.84	50.69	53.33	46.81	40.97
Grade 7	10.31	13.88	11.26	54.26	55.98	59.01	35.43	30.14	29.73
Grade 8	20.00	17.22	10.20	47.27	47.37	52.04	32.73	35.41	37.76
All Grades	13.49	14.49	10.14	47.20	49.19	54.45	39.31	36.31	35.41

Conclusions based on this data:

1. Math scores are flat. Increase emphasis on training in the CPM curriculum.
2. Concepts & Procedures is a relative weakness. Make this a focus of Math Department PD.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1544.7	1528.3	1545.1	1522.1	1543.9	1533.8	22	24
Grade 7	1566.1	1531.7	1567.5	1526.8	1564.3	1536.3	27	25
Grade 8	1563.3	1577.6	1576.0	1577.9	1550.2	1576.6	29	17
All Grades							78	66

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	29.17	*	29.17	*	25.00	*	16.67	22	24
7	62.96	20.00	*	40.00	*	16.00	*	24.00	27	25
8	55.17	23.53	*	58.82	*	11.76		5.88	29	17
All Grades	55.13	24.24	30.77	40.91	*	18.18	*	16.67	78	66

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	54.55	29.17	*	50.00	*	12.50		8.33	22	24
7	70.37	32.00	*	32.00	*	12.00		24.00	27	25
8	72.41	47.06	*	41.18	*	5.88		5.88	29	17
All Grades	66.67	34.85	23.08	40.91	*	10.61		13.64	78	66

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	8.33	50.00	33.33	*	45.83	*	12.50	22	24
7	*	0.00	*	40.00	*	28.00	*	32.00	27	25
8	37.93	17.65	*	64.71	*	11.76	*	5.88	29	17
All Grades	30.77	7.58	32.05	43.94	23.08	30.30	14.10	18.18	78	66

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	25.00	59.09	54.17	*	20.83	22	24
7	40.74	12.00	55.56	56.00	*	32.00	27	25
8	44.83	29.41	51.72	58.82	*	11.76	29	17
All Grades	41.03	21.21	55.13	56.06	*	22.73	78	66

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	72.73	33.33	*	58.33		8.33	22	24
7	85.19	64.00	*	16.00		20.00	27	25
8	86.21	52.94	*	41.18		5.88	29	17
All Grades	82.05	50.00	17.95	37.88		12.12	78	66

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	4.17	*	54.17	50.00	41.67	22	24
7	40.74	4.00	*	44.00	*	52.00	27	25
8	*	35.29	*	52.94	44.83	11.76	29	17
All Grades	29.49	12.12	30.77	50.00	39.74	37.88	78	66

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	37.50	63.64	54.17	*	8.33	22	24
7	*	8.00	77.78	88.00		4.00	27	25
8	*	0.00	65.52	100.00	*	0.00	29	17
All Grades	28.21	16.67	69.23	78.79	*	4.55	78	66

Conclusions based on this data:

1. ELD students are lagging in Written Language as compared to Oral Language. Increase emphasis on writing.
2. There is a high proportion of Level 4 students. Focus on how to get these students to the Reclassified level.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
622	67.8	13.3	1.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	13.3
Foster Youth	9	1.4
Homeless	33	5.3
Socioeconomically Disadvantaged	422	67.8
Students with Disabilities	86	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.8
American Indian	33	5.3
Asian	69	11.1
Filipino	5	0.8
Hispanic	147	23.6
Two or More Races	67	10.8
Pacific Islander	8	1.3
White	282	45.3

Conclusions based on this data:





1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. Zane will focus on Restorative Practices and alternatives to suspension.
2. Zane administration and counselor will regularly meet with students and families regarding student attendance.
3. Teacher Professional Development will focus on improving ELA and Math student performance. Constructing Meaning will be an emphasis in PD to improve ELA performance. Continued training in CPM curriculum and instruction is designed to improve Math performance.

School and Student Performance Data

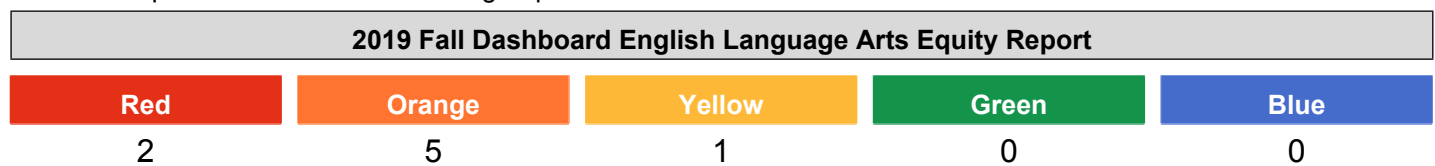
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 36.2 points below standard Declined -3.5 points 546	 Red 70.4 points below standard Declined -7.7 points 97	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 64.6 points below standard Declined -6.1 points 31	 Orange 54.4 points below standard Maintained -2.2 points 346	 Orange 112.6 points below standard Increased Significantly ++17.7 points 79

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 122.1 points below standard Declined Significantly -35 points 12	American Indian  No Performance Color 72.3 points below standard Increased Significantly ++16.7 points 23	Asian  Orange 39.6 points below standard Declined -7 points 64	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Yellow 43 points below standard Increased ++4.9 points 123	Two or More Races  Red 77.5 points below standard Declined Significantly -22.2 points 47	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	White  Orange 18.1 points below standard Maintained -1.6 points 267

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 98.6 points below standard Declined -8.6 points 64	Reclassified English Learners 15.7 points below standard Declined Significantly -30 points 33	English Only 30.7 points below standard Maintained -2.7 points 422
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Conclusions based on this data:

1. Student subgroups, particularly Homeless and Socioeconomically Disadvantaged students are significantly underperforming in English Language Arts. Focus on targeting individual students for ELA intervention classes.
2. Teacher Professional Development at Zane will focus on Constructing Meaning, a program designed to reach underachieving students and ELD students.
3. ELA intervention will be better integrated with grade level curriculum in order to better meet individual student needs. Intervention teachers will be teaching the same grade level as their intervention class.

School and Student Performance Data

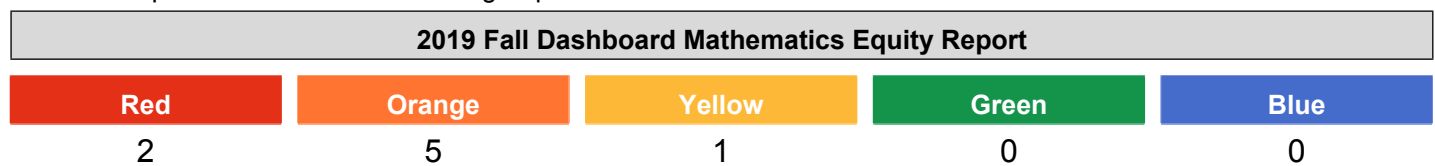
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 61.8 points below standard Maintained -1.1 points 542	English Learners  Red 106.7 points below standard Declined -12.3 points 97	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  Orange 91.4 points below standard Declined Significantly -15.1 points 32	Socioeconomically Disadvantaged  Orange 84.1 points below standard Maintained -2.7 points 346	Students with Disabilities  Orange 136.3 points below standard Increased Significantly ++30.1 points 81

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 111.1 points below standard Increased ++8.3 points 12	American Indian  No Performance Color 82.9 points below standard Increased Significantly ++27.3 points 23	Asian  Orange 62.5 points below standard Maintained ++0.7 points 64	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic  Orange 91.4 points below standard Declined -6.7 points 122	Two or More Races  Red 101.9 points below standard Declined Significantly -25.6 points 45	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	White  Yellow 37.1 points below standard Increased ++5.3 points 265

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 133.8 points below standard Declined -11.3 points 64	Reclassified English Learners 54 points below standard Declined Significantly -39.2 points 33	English Only 53.9 points below standard Maintained 0 points 418
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Conclusions based on this data:

- Math performance was low and relatively flat. Teachers, especially new teachers, need further training in the CPM curriculum.
- All 6th Grade students will be continue to take 2 periods of Math in a "Math Block".
- Zane will provide a Math Intervention class for 7th and 8th grade students in addition to their grade level Math class.

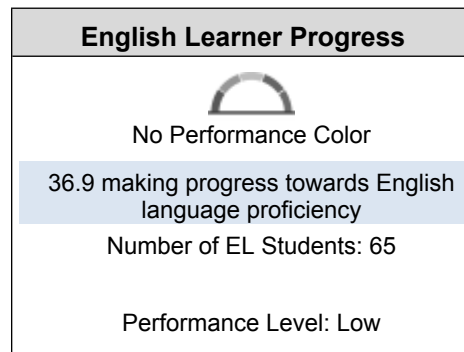
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.7	32.3	13.8	23.0

Conclusions based on this data:

1. English Learners will be scheduled into courses according to their proficiency level in order to better target their ELD needs.
2. More focus needs to be put on academic achievement, especially in Mathematics. ELD teacher will be collaborating with General Ed Math teachers regarding the needs of individual ELD students.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

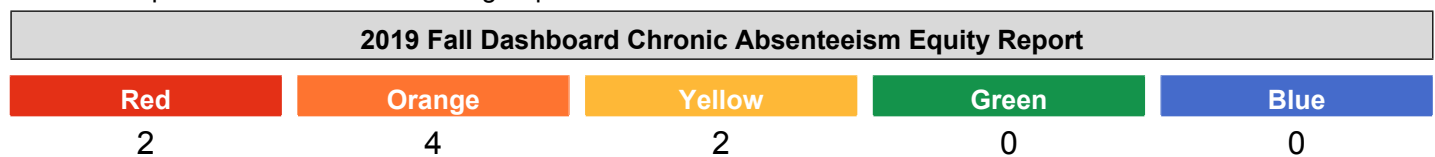
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 17.5 Declined -1.9 629	English Learners  Orange 16.5 Increased +5.8 85	Foster Youth  No Performance Color 46.7 15
Homeless  Red 44 Increased +1.6 50	Socioeconomically Disadvantaged  Orange 21.8 Declined -2.4 413	Students with Disabilities  Red 32.4 Increased +1.6 102

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div>33.3</div> Maintained 0 <div>15</div>	American Indian  No Performance Color <div>15.6</div> Declined -18.9 <div>32</div>	Asian  Orange <div>7.5</div> Increased +1.6 <div>67</div>	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>6</div>
Hispanic  Yellow <div>18.2</div> Declined -1.7 <div>143</div>	Two or More Races  Orange <div>23.6</div> Declined -8.4 <div>55</div>	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>5</div>	White  Yellow <div>18</div> Declined -0.6 <div>306</div>

Conclusions based on this data:

- Chronic absenteeism is high especially among Homeless students and Students with Disabilities. Zane will provide SART meetings with families and students to increase their engagement.
- Racial subgroups are overrepresented in chronic absenteeism. Zane needs to reach out to students and families through SSTs and SART meetings to increase attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

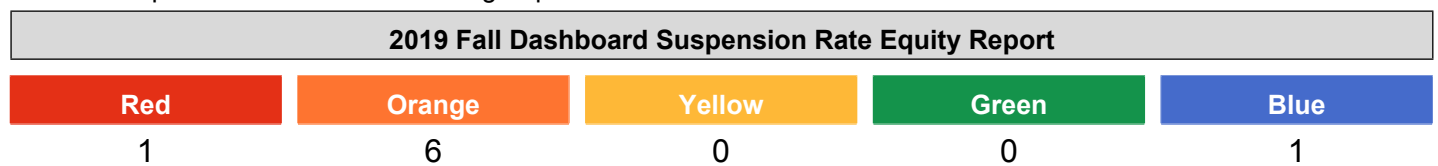
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 9.2 Declined -0.5 638	English Learners  Orange 3.4 Increased +2.2 88	Foster Youth  No Performance Color 26.7 15
Homeless  Red 15.7 Increased +2.8 51	Socioeconomically Disadvantaged  Orange 11.5 Maintained -0.2 419	Students with Disabilities  Orange 13.7 Declined -10.2 102

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 13.3 Declined -26.7 15	American Indian  No Performance Color 0 Declined -10.3 33	Asian  Blue 0 Maintained 0 68	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Orange 8.9 Increased +2 146	Two or More Races  Orange 19.6 Declined -1.1 56	Pacific Islander  No Performance Color Less than 11 Students - Data 5	White  Orange 10.7 Increased +0.5 309

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.8	9.2

Conclusions based on this data:

1. Suspension rates increased significantly among Students with Disabilities and most racial minorities.
2. Zane will continue to focus on alternatives to suspension and use restorative practices to promote belongingness at school.
3. English Learner students are rarely suspended.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP GOAL: Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 1

1. Zane Middle School will increase school-wide math scores by 5% each June as measured through the CAASPP (SBAC) and multiple measures including Curriculum and Teacher Based Assessments and CAASPP Interim Assessments.
2. Zane Middle School will increase school-wide reading scores by 5% each June as measured through the CAASPP (SBAC) and multiple measures including, stAR Reading, Curriculum and Teacher Based Assessments, and CAASPP Interim Assessments.

Identified Need

On the most recent CAASPP state test, 37% of Zane Students Met or Exceeded State Standards in English Language Arts (ELA) and 28.6% of Zane Students Met or Exceeded State Standards in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Summative Assessments in English Language Arts and Mathematics (Total of % Standard Exceeded + % Standard Met for all students).	On the 2019 Smarter Balanced Summative Assessments in ELA, 8.75% of the students exceeded standard and 28.21% met standard = 36.96% in ELA. On the Smarter Balanced Summative Assessments in Math, 11.99% of the students exceeded standard and 16.64% met standard = 28.63% in Math.	5% increase to 42% Meets or Exceeds in ELA and 33.63% in Mathematics.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 7th and 8th Grade Students are eligible for these courses. Students will be identified by analysis of student assessments and student work in English Language Arts and Math.

Strategy/Activity

1. Math Intervention Class for 7th and 8th Grade students to supplement mathematics instruction for students identified as needing additional support. Students in this class will have this course in addition to their grade level math class.
2. Zane will provide two English Language Arts Intervention Classes for 7th and 8th Grade students to supplement ELA instruction for students identified as needing additional support. Students in this class will have this course in addition to their grade level ELA class. (One of the two classes will be District Funded)
3. Provide release time for ELA and Math teachers to analyze student data and student work in order to identify students for intervention classes. Expenditure is for substitute teacher costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15000	Title I
15000	Title I
15000	District Funded
2000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Maintain existing student technology on site; Chromebook replacement and maintenance of student classroom computers.
2. Maintain existing student technology in the Technology/Robotics Class. Purchase Mindstorm computers to replace expired computers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I
2000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Provide a full-time library technician to insure that the school library is accessible during all school hours for classes and individual students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31000

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase student access to appropriate reading and reading support materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7582

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Provide student binders and binder supplies to support school-wide AVID strategies.
2. Provide a site AVID coordinator to develop AVID classroom presentations, collect AVID data, and to provide support to teachers.
3. Provide teachers with release time to collaborate around AVID strategies and analyze student data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

Title I

1500	Title I
1500	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELD Students

Strategy/Activity

1. Provide an EL Technician to support ELD teacher with instruction and intervention for identified students.
2. Provide ongoing professional development for certificated and classified staff in order to support best practices for English Language development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,000	Title I
4000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learner Students

Strategy/Activity

Increase ELD opportunities for students by providing two additional small grade level ELD classes targeted to leveled cohorts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36,000	District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Cal-SOAP tutors to support students in intervention classes, AVID elective, and the After School Program (ASES). Cal-SOAP matching grant for tutors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5500

Source(s)

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Student Study Teams to identify students needing academic intervention and to assist teachers in identifying and providing modifications and instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1750

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with expanded learning opportunities through the digital media class, including maintenance of current technology, expanding technology, buying software, teacher professional development,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2020 SBAC summative was not administered due to COVID 19. Students receiving Ds and Fs in 6th grade increased in the first semester but decreased in the 3rd quarter. Data was not available for the 4th quarter comparison. Students receiving Ds and Fs in the first semester increased for 7th grade but decreased in the 3rd quarter. No available data for the 4th quarter comparison. Percentage of students receiving Ds and Fs in the 8th grade increased in the first semester as well as the 3rd quarter. 4th quarter data not available for comparison. ELL intervention classes were implemented by grade level. During the 2019-20 school year, 13 students achieved RFEP status. The school library was utilized on a daily basis during the 2019-20 school year and was an available resource for students during the COVID 19 school closure. In addition, Eureka City Schools follows a collaboration model to promote collaboration and provide professional development. Monday's are early release for students, and staff alternates between teacher led and principal led collaboration. Much of the provided opportunities directly related to district curriculum and other systems of support. Many of the items implemented during the 2019-2020 school year proved to be working towards support of Goal 1. Upon school closures in March 2020 due to COVID-19, Zane Middle School made an effort to continue as many of these supports as were feasible. It should be noted that much of the end of year data was not able to be collected due to school closures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds that were to be spent on technology were not spent due to the pandemic. District funds have been used to expand the schools level of technology and the funds earmarked in this goal will be address in the 2010-21 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be updated according to the feedback provided by the School Site Council following an analysis of current needs of the school site. Some areas of this goal will remain intact as the need for direct student services continues to be a priority for Zane Middle School.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2

Increase student engagement and a sense of belongingness on campus while reducing the chronically absent rate by 5%. Reduce the number of discipline referrals by 20% through implementation of PBIS strategies and Restorative Justice practices as measured by SWIS data, California Healthy Kids Survey, and Chronic Absenteeism data. Reduce suspension rates for all students and subgroups.

Identified Need

Suspensions increased last year, particularly among Homeless Students and Students with Disabilities. SWIS data indicates that a small number of students represent a high percentage of office discipline referrals. Chronic Absenteeism increased significantly over the prior year, particularly among Socioeconomically Disadvantaged students and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student suspension data, Chronic Absenteeism data.	According to the Fall 2019 CA Dashboard, 9.2% of students were suspended at least once. 17.5% of students were deemed chronically absent.	Suspensions to 7.8%. Chronically Absent to 15.5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase positive school climate and engagement through Positive Behavior Interventions and Supports and Restorative Practice Implementation through:

1. PBIS Coordinator to facilitate Zane PBIS team meetings, activities, and strategies
2. Provide an Advisory Class coordinator to plan curriculum and implementation of Advisory Classes
3. Provide staff development, curriculum, motivational tools, regulation supplies, and incentives to further develop social emotional well-being and curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I
1500	Title I
4500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a part-time Student Services Coordinator to assist with implementation of alternatives to out of school and out of class suspensions for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Student Study Teams to identify students needing behavioral supports and to assist teachers in identifying and providing appropriate modifications and strategies which engage students in learning and improve attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1750

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Outreach communications and activities to families of English Learners, Foster and Homeless Youth, and socioeconomically disadvantaged students which highlight opportunities to participate and/or access school events and decision making forums.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2019-20 school year, Zane continued with the implementation of PBIS. There was a functioning PBIS leadership team to analyze school data and identify needs and problem areas on campus. As a means of increasing student engagement and decreasing our chronic absenteeism rate, a number of systems and supports were implemented or continued from the previous year. PBIS and Restorative Practices have been utilized for a number of years in Eureka City Schools. Through these initiatives, positive behaviors are recognized and efforts are made to offer opportunities for student growth and reflection. The SSC position was filled and alternatives to suspension were implemented including lunch time rule school to provide students opportunities to reflect on their behaviors and make plans to restore harm they may have caused the school

community. School suspensions from 159 in 2018-19 school year to 75 in the 2019-20 school year. In addition, the school began play practice for the Spring of 2020 in order to increase student engagement; however, due to COVID 19 school closure the actual play did not occur. Something to consider when evaluating this data is that school was closed for in person learning from March 19, 2020 and not all data was collected in the same manner.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences noted with the exception of resources spent on the STEAM activity/school play. Implementation of activities did occur but the final production did not occur due to Covid 19 school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The new SPSA has not been written yet so changes to this goal etc. cannot be noted at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Continue to implement PBIS School-wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Implement PBIS in each classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$247,582.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$191,082.00

Subtotal of additional federal funds included for this school: \$191,082.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$56,500.00

Subtotal of state or local funds included for this school: \$56,500.00

Total of federal, state, and/or local funds for this school: \$247,582.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Tammi Wagner	Principal
Corinne Christiansen	Other School Staff
Hallyann Roper	Classroom Teacher
Terra Pennsy	Classroom Teacher
Roy Hull	Classroom Teacher
Debbie Weist	Other School Staff
Ethan Pena	Secondary Student
Karen Hammer	Parent or Community Member
Sarah Battle	Parent or Community Member
Elaine Mu	Parent or Community Member
Tomire Lyons-Tinsley	Parent or Community Member
Bailey Battle	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Special Education Advisory Committee

Departmental Advisory Committee

Other: Zane PBIS Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 21, 2021.

Attested:

Principal, Tammi Wagner on 1/21/21

SSC Chairperson, Deborah Weist on 1/21/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Zoe Barnum High School	12-75515-1232057	December 9, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Zoe Barnum High School's Plan for Student Achievement contains measurable goals to guide our priorities for student achievement for 2020-2021 school year that are in line with our Eureka City School's Local Control and Accountability Plan (LCAP) goals. Additionally, our school has focused on addressing the low graduation rate which resulted in the Comprehensive Support and Improvement (CSI) rating.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

A state level plan is created to meet the federally mandated Every Student Succeeds Act (ESSA). Eureka City Schools then creates the LCAP to address how students in our district will meet the requirements defined in the ESSA State Plan. Zoe Barnum High School's SPSA is developed by the school's leadership group (administration & all site teachers) and uses the goals from our district's

LCAP to create targets based on the unique needs of our continuation high school students at Zoe Barnum High School. Our SPSA addresses both the the academic gaps evident in their progress as they strive to meet the graduation requirements set by Eureka City Schools and addresses student's motivation, classroom engagement, and instructional practices, while preparing our students for careers and/or post-secondary educational opportunities.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent survey link was sent to all Zoe Barnum High School parents via Google Forms. The survey included 11 questions/prompts. Even with multiple phone calls and a letter home, we received few responses. The parents who responded expressed the need for a positive school culture and staff who demonstrate genuine care about our students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal regularly conducts informal classroom and formal observations of teachers. Feedback is provided to the staff in order to fully support student learning. This year has been a challenging year as far as analyzing student engagement as we are conducting classes utilizing a Distance Learning Platform. The attendance rate for the 2020-21 school year is down and we believe that engagement and work completion are concerns at this time. Providing meaningful, engaging lessons and positive community involvement are high priorities for the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Review of assessment data from the CASSPP, in the areas of English/Language Arts, mathematics, and science is done each year by staff by mid-October. Interim CAASPP testing is done at least twice a year and results are reviewed by teachers. Also, local summative assessments are done in classes and reviewed by teachers.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff has meet the high qualified status as determined by our personnel office at Eureka City Schools.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Credentialed teachers all have appropriate credentials for the subjects in which they teach according to personnel office of Eureka City Schools.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development takes place five days throughout the school year. Staff development is determined by site, district, and determined needs based on student outcomes. Teachers are also encouraged to attend professional development outside the district on an as needed basis.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

School has a instructional coach which provides support in content, methodologies, and teaching strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Board Approved, State Adopted, Common Core Aligned.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Schedule meets the recommendation of instructional minutes for a continuation high school.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Compliance with Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are used in all content areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

AVID, Constructing Meaning, CTE, hands-on, CSI resource.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Marshall Family Resources, Bridges to Success (Mental Health grant), attendance intervention, chronic absentee prevention coordinator, District wide PD, Indian ed, technology

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

the Consolidated Application is made available to public for review during board meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EL Title 3, Title 1, Title 6 Indian Education, Title 2 professional development.

Fiscal support (EPC)

Site funds, Title 1, CSI funding

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholder groups (teachers, classified, parent and students) were elected in May of 2021 for a two year term. One student had graduated so another election took place in the fall of 2021. The student was nominated by peers and elected via paper ballot. School Site Council members had input on SPSA plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	8.06%	12.7%	10.1%	5	8	7
African American	1.61%	0%	1.5%	1	0	1
Asian	1.61%	3.17%	2.9%	1	2	2
Filipino	%	0%	%		0	
Hispanic/Latino	25.81%	17.46%	23.2%	16	11	16
Pacific Islander	1.61%	1.59%	2.9%	1	1	2
White	51.61%	49.21%	52.2%	32	31	36
Multiple/No Response	9.68%	15.87%	7.3%	6	10	5
Total Enrollment				62	63	69

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	1	3	4
Grade 11	28	27	25
Grade 12	33	33	40
Total Enrollment	62	63	69

Conclusions based on this data:

- Most of our students are 12th graders and have significant credit deficiencies. We are seeing a slight uptick in the number of 10th grade students.
- Enrollment is relatively steady, with little change in the last few years. For this current year, we are seeing slight enrollment gains.
- TO DO: WHERE IS THE DISTRICT SUBGROUP INFO -

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	5	2	1	8.1%	3.2%	1.4%
Fluent English Proficient (FEP)	5	4	5	8.1%	6.3%	7.2%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Due to the small number of students, no trend was identified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32	35	35	27	24	23	27	24	23	84.4	68.6	65.7
All Grades	32	35	35	27	24	23	27	24	23	84.4	68.6	65.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2488.	2466.	2451.	0.00	0.00	0.00	11.11	12.50	0.00	37.04	12.50	21.74	51.85	75.00	78.26
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	11.11	12.50	0.00	37.04	12.50	21.74	51.85	75.00	78.26

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.41	16.67	0.00	48.15	12.50	26.09	44.44	70.83	73.91
All Grades	7.41	16.67	0.00	48.15	12.50	26.09	44.44	70.83	73.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	4.17	0.00	44.44	16.67	30.43	55.56	79.17	69.57
All Grades	0.00	4.17	0.00	44.44	16.67	30.43	55.56	79.17	69.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.41	4.17	0.00	62.96	54.17	43.48	29.63	41.67	56.52
All Grades	7.41	4.17	0.00	62.96	54.17	43.48	29.63	41.67	56.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	4.17	0.00	48.15	29.17	39.13	51.85	66.67	60.87
All Grades	0.00	4.17	0.00	48.15	29.17	39.13	51.85	66.67	60.87

Conclusions based on this data:

1. Zoe Barnum has seen a significant drop in the percentage of students taking the CAASPP.
2. The number of students meeting the standards dropped to zero, while there was an increase in the number of students nearly meeting the standards. The number of students in the "standards not met" category make up 78.26 percent, a significant increase. Listening has been the most difficult subsection for Zoe Barnum students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33	35	35	25	23	22	25	22	22	75.8	65.7	62.9
All Grades	33	35	35	25	23	22	25	22	22	75.8	65.7	62.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2429.	2444.	2411.	0.00	0.00	0.00	0.00	0.00	0.00	20.00	9.09	0.00	80.00	90.91	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	20.00	9.09	0.00	80.00	90.91	100.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	0.00	9.09	0.00	100.0	90.91	100.0
All Grades	0.00	0.00	0.00	0.00	9.09	0.00	100.0	90.91	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	4.55	0.00	28.00	13.64	14.29	72.00	81.82	85.71
All Grades	0.00	4.55	0.00	28.00	13.64	14.29	72.00	81.82	85.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	24.00	27.27	31.82	76.00	72.73	68.18
All Grades	0.00	0.00	0.00	24.00	27.27	31.82	76.00	72.73	68.18

Conclusions based on this data:

1. Math CAASPP scores continue to decline overall, with 100% of students in the "standard not met."
2. The percentage of the enrolled students taking the CAASPP continues to drop.
3. Communicating Reasoning & Problem Solving & Modeling/Data Analysis seem to be relative strengths.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*	*	*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		*	*	*		*	*	*	*	*
12	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1. We have no results from the LPAC.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
63	73.0	3.2	4.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	3.2
Foster Youth	3	4.8
Homeless	6	9.5
Socioeconomically Disadvantaged	46	73.0
Students with Disabilities	11	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	8	12.7
Asian	2	3.2
Hispanic	11	17.5
Two or More Races	10	15.9
Pacific Islander	1	1.6
White	31	49.2

Conclusions based on this data:






1. Zoe Barnum High School's percentage of socioeconomically disadvantaged students is significantly higher than the district's, with 82.3% vs. 68.6%.
2. Zoe's EL population percentage is much lower than the district's overall percentage.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Red	Suspension Rate  Green
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Graduation rate continues to be a challenge for Zoe Barnum High School.
2. College and career readiness are also areas we are striving to improve. Zoe Barnum students are focused on credit recovery and struggle to access those programs used to measure this category: Career Technical Education Pathway Completion
Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
Advanced Placement Exams
International Baccalaureate Exams
College Credit Course (formerly called Dual Enrollment)
a-g Completion
State Seal of Biliteracy
Military Science/Leadership

School and Student Performance Data

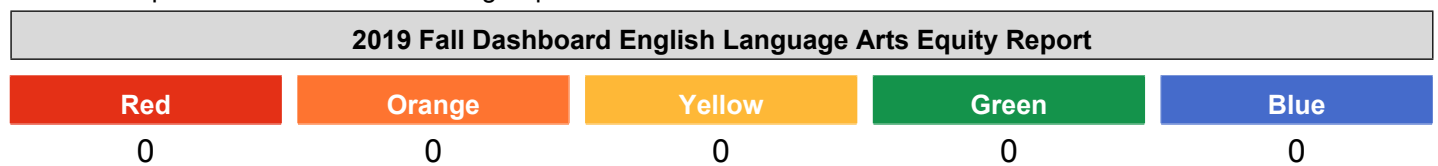
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color 120.4 points below standard Declined Significantly -15.7 points 11	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 9
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Conclusions based on this data:

1. Zoe Barnum High School students not done well historically on the CAASPP ELA and continue to struggle.

School and Student Performance Data

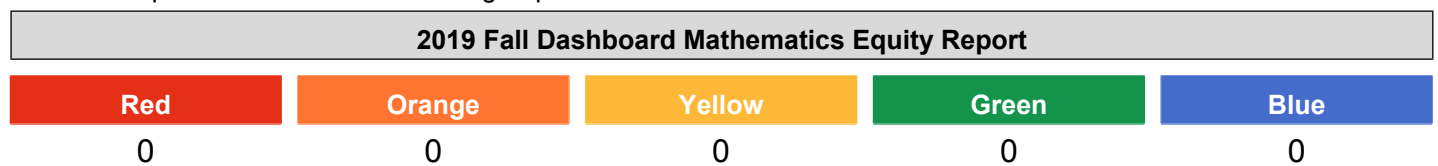
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

1. Zoe Barnum High School students not done well historically on the CAASPP Math and continue to struggle.

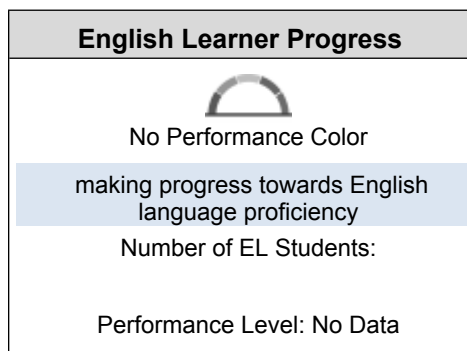
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. We have no EL Progress data.

School and Student Performance Data

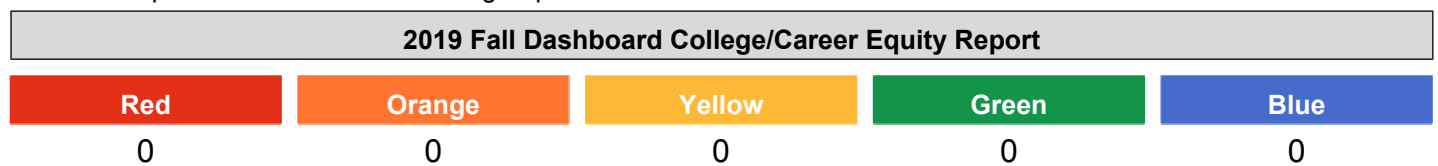
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 2.8 Maintained -0.1 36	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  No Performance Color 3.4 Maintained +0.4 29	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Maintained 0 21

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	2.9 Prepared	2.8 Prepared
Approaching Prepared	20 Approaching Prepared	5.6 Approaching Prepared
Not Prepared	77.1 Not Prepared	91.7 Not Prepared

Conclusions based on this data:

1. Our percentage of students who are college/career ready has dropped.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

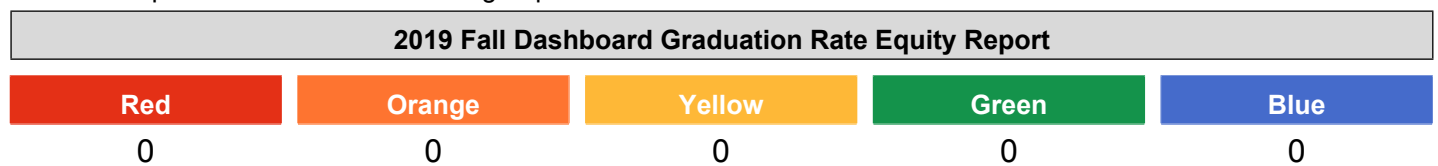
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 66.7 Maintained -2.4 36	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Socioeconomically Disadvantaged  No Performance Color 65.5 Declined -5.5 29	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 71.4 Declined -11.9 21

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
69.1	66.7

Conclusions based on this data:

1. Graduation Rate is somewhat consistent, but clearly in need of improvement.

School and Student Performance Data

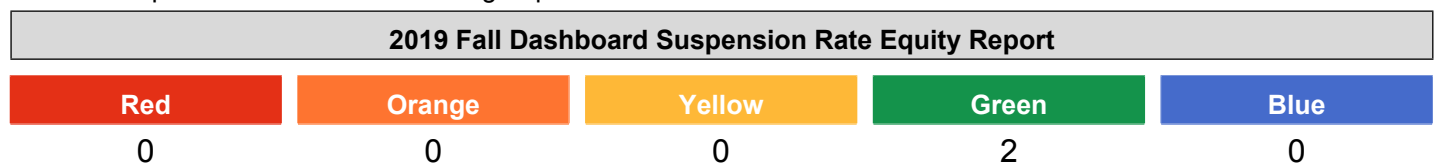
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.9 Declined -8.1 107	English Learners  No Performance Color Less than 11 Students - Data Not Reported 8	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 5
Homeless  No Performance Color 10.5 Declined -3.8 19	Socioeconomically Disadvantaged  Green 2.4 Declined -6.4 84	Students with Disabilities  No Performance Color 7.1 Declined -10.2 14

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 3	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Declined -13.3 24	 No Performance Color 0 12	 No Performance Color Less than 11 Students - Data 2	 Green 1.9 Declined -1.9 53

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10	1.9

Conclusions based on this data:

1. Suspension rates have declined. Other means of correction are used by administration when possible.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Goal 1

Staff of Zoe Barnum High School will strengthen the curriculum, teacher instructional practices and academic performance of all students to become more college and/or career ready. The curriculum will be aligned with State Common Core Standards and District Standards. Project-Based Learning and student internships will be a focus for our school.

Identified Need

Because our students usually arrive to Zoe Barnum their eleventh grade year, are credit deficient, and may have significant holes in their learning, we are focused on providing relevant and meaningful learning opportunities. Our school strives to engage, mentor, teach, and provide opportunities, as our students may have not done well in a more traditional learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students proficient on the CAASPP (English/Language Arts)	0%	25%
Percentage of students proficient on the CAASPP (English/Language Arts)	0%	25%
Graduation Rate (2020)	73% (2019-20)	80%
Annual Student Participation in Internships	0%	30%
California Dashboard for College and Career Readiness	0%	20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve teacher capacity by having the CARE Specialist work daily with teachers to improve instructional practices and classroom engagement strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100000

Source(s)

Other

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide training and coaching to staff in interest-based internships and project-based learning to increase classroom engagement and produce meaningful projects within the local community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

38600

Source(s)

Other

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Based on need provide literature and mathematics technicians to work directly with students during periods where students and as schedule allows.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22500

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Implements the use of constant, objective formative assessment two to three times per year, to measure academic progress of students. (example: STAR Reading/ Mathematics)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2700

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher will attend Trainings/ conferences in common-core state standards and/or attend the Big Picture Learning (BPL) Leadership Annual Conference.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5636

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 2: All students will learn in a safe, supportive, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 2

Increase graduation rate to 80%

Identified Need

Zoe Barnum High School has been identified as a Comprehensive Supports and Improvement school due to our low graduation rate of 73% (2019-2020). While we have seen improvement in that rate, with the onset of COVID and the challenges of Distance Learning, we are expecting our graduation rate to continue to be an area in need of improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff will implement and monitor effectiveness of a schedule that is more flexible for students who are behind in credits. Clear differentiation of core classes and credit recovery opportunities will be explored.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

0

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve and expand our incentive system to encourage positive behavior and attendance. Incentives will recognize and encourage students for being safe, respectful, and responsible, and for daily, weekly, monthly, and quarterly attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3100

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement an online platform (Edgenuity) to increase credit recovery opportunities for students and to provide flexibility in scheduling to ensure all students have the classes they need to graduate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14995

Source(s)

Other

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP GOAL #2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Goal 3

To engage our parents and community in a collaborative partnership that supports the success of our students.

Identified Need

Through interviews, focus groups, and student surveying, the staff believes that traditional classrooms may not be the most effective way for our students to learn. Hands-on, project-based, community service, are areas that our students have shown interests in. During the 2021-2022 school year, Zoe Barnum High School will continue to look for and increase connections with community partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Engage students in regular and multiple field trips to local colleges (CR, HSU) or trades workplaces (CR Building Program, Frederick and Charles Beauty College, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1250	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Partner with College of the Redwood to implement a dual enrollment, GS-7 class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

750

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Partner with Building Trades (HCOE), CR, City of Eureka, and other agencies to provide opportunities for students to participate in credit earnings outside of the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1749

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Zoe Barnum was first identified as Title 1 school in April of 2020-21. The SPSA was approved in May of 2021, so implementation was for a very short period in the 2020-21 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$37685.00
Total Federal Funds Provided to the School from the LEA for CSI	\$177547.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$191,280.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$37,685.00

Subtotal of additional federal funds included for this school: \$37,685.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Other	\$153,595.00

Subtotal of state or local funds included for this school: \$153,595.00

Total of federal, state, and/or local funds for this school: \$191,280.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Brad Albee	Principal
Jeanne Wilhelm	Classroom Teacher
Debra Kamberg	Other School Staff
Anatasia Mercer	Parent or Community Member
John Conner	Secondary Student
Harly Everage	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/9/21.

Attested:



Principal, Brad Albee on 12/9/21
SSC Chairperson, Harly Everage on 12/9/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 11-25-21

Attested

Karen Winterhulse
Typed name of school principal

[Signature]
Signature of school principal

11/25/21
Date

Wanda Harper
Typed name of SBO chairperson

[Signature]
Signature of SBO chairperson

12-13-21
Date

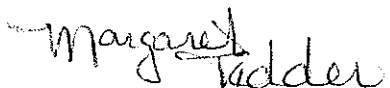
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

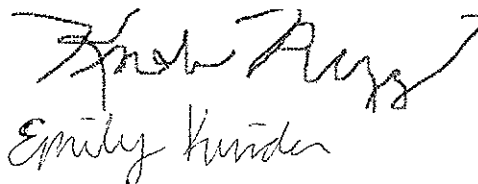
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 10, 2021.

Attested:



Principal, Kristi Puzz on 11/10/2021

SSC Chairperson, Emily Kinder on 11/10/2021

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: Washington PBIS
Washington Site Based Leadership
Washington PTSA

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 20, 2021.

Attested:



Principal <i>Quibbler</i> on Jan. 20, 2021
--



SSC Chairperson, Rose Buchner on Jan. 20, 2021
--

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

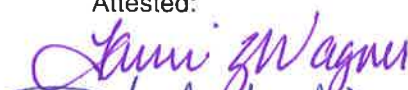

Other: Zane PBIS Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 21, 2021.

Attested:

 11/21/21
 11/21/21

Principal, Tammi Wagner on 11/21/21

SSC Chairperson, Deborah Weist on 11/21/21

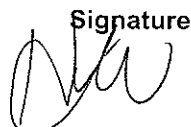
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature


Committee or Advisory Group Name
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

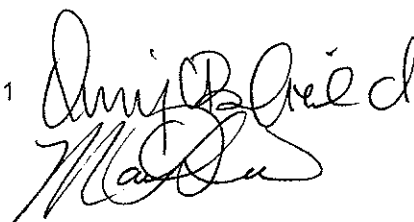
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 20th, 2021.

Attested:

Principal, Quincy Brownfield on 10/20/21

SSC Chairperson, Mai Lee on 10/20/21



Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Field Trip Requests: Various Field Trips - Eureka High School

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the following field trip requests:

1. March 10-11, 2022 - Sonoma State and San Francisco State - EHS Music

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

See attached Field Trip Request Forms.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 6: CAREER AND TECHNICAL EDUCATION PROGRAMS

HISTORY *(list previous staff or board action(s) with dates if possible)*

Annual trips.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

See attached Field Trip Request Forms.

WHO *(list the name of the contact person(s), job title, and site location)*

Rena Will, Director of Personnel and Public Affairs

ATTACHMENTS:

Description

- EHS Music - Field Trip Request (March 10-11, 2022)

Field Trip Request Form

(Overnight / Out-of-Town or State)

CONSENT ITEM

WHAT:

The Governing Board is asked to approve the following Field Trip:

Symphonic Band and String Orchestra to Sonoma State University Instrumental festival and San Francisco

WHY (briefly explain why approval is important; and, if applicable, how it is connected to the Site, District or Strategic Plan):

The instrumental groups will be receiving feedback from Nationally recognized instrumental musicians and teachers. The students will see a performance of San Francisco Symphony

HISTORY:



Annual Trip



First Year Attending



Other: _____

HOW MUCH:

The cost of the trip will include - All Costs are estimates based on previous travel (2018): Entrance Fee for the Festival. \$500 (x2) = \$1000, Symphony Tickets \$35/student = \$1750, Buses \$6,000, Hotels \$75/student = \$3750, Food \$40/student = \$2000, Approximate total cost; \$14,500 The Students will generate fund raising opportunities and be supported by the Eureka High School Music Boosters.

Name: Charles A. Young

Dates of Trip: March 10-11, 2022

Destination: Sonoma State 

Club/Organization: Eureka High School Music

What means of transportation: Charter Bus

Number of students participating: Approx. 50

Briefly describe the details of the trip (chaperone, lodging, etc.):

Eureka High School music traditionally does three major tours. This tour will be the third time we have made this trip. It is an opportunity for my students to hear what a nationally known orchestra sounds like. Go to San Francisco and watch the San Francisco Symphony. Stay the night in the Sonoma or Marin area hotel. The students travel to Sonoma State to perform and be adjudicated in the Green Music Center. Leave for Eureka following the festival. Including myself there is one chaperone per eight students.

Eureka City Schools
School-Sponsored Student/s Overnight Trip Checklist

Date Completed (dd/mm/yy)	Requests for Out-of-State, Out-of-Country or Overnight Travel Must Be Board Approved Prior to Travel	Teacher/ Staff (initial)	Site Principal (initial)
08/2021	Principal establishes a process for approving a staff member's request to conduct a school-sponsored trip.	CY	JJ
08/2021	Staff shall consider: <ul style="list-style-type: none"> • Student safety; • Objectives of instruction; • Most effective use of instructional time; • Distance from school; • District and student expense; • Transportation requirements; • Supervision requirements. 	CY	JJ
8/2021	Staff affirm that no student will be excluded from participation because of lack of sufficient funds (total cost per student and funding sources must be included).	CY	JJ
1/2022	Staff notified parents and students that students are under jurisdiction of the district and subject to district and school rules and regulations.	CY	JJ
1/2022	Staff hold parent information meeting for staff, chaperones, parents/guardians and students to discuss safety and importance of safety-related rules.	CY	JJ
01/2022	Staff ensures adequate supervision reviewed by site administrator (adults/students ratio). List of chaperones must be provided to District Office, including designating if employee or parent/guardian. If a non-staff chaperone, chaperone must have been cleared through the District's volunteer process.	CY	JJ
03/2022	During travel, staff will have school's first aid kit in his/her possession or immediately available.	CY	JJ

Date Completed (dd/mm/yy)	Requests for Out-of-State, Out-of-Country or Overnight Travel Must Be Board Approved Prior to Travel	Teacher/ Staff (initial)	Site Principal (initial)
01/2022	Staff obtains parent permission. If trip also involves water activities, specific permission for water activities must be obtained. If students will be in water, including motel pools, there must be a lifeguard at all times the students are in the water. Lifeguard can be a chaperone if they have the certification or one obtained through a local agency and the person has passed the agency requirements. Trip must not include activities identified as "hazardous" by our local JPA which includes but is not limited to rock climbing (walls) and/or zip lines.	CY	JJ
01/2022	Transportation information must include how and who is transporting students. If by chartered bus, Director of Transportation must be notified.	CY	JJ
N/A	Parent permission letter for travel out-of-country obtained for each student (District Letter form letter).	N/A	N/A
N/A	Forms JPA 1 signed and on file at the school prior to departing on out-of-country school sponsored activity.	CY	JJ
In Process	Staff complete checklist form including requested information, and Board "Field Trip Request Form" and submit to Superintendent's Assistant a minimum of 10 days prior to the Board meeting in which approval is being requested. (Board meeting dates can be obtained by calling the Superintendent's Assistant or looking on the ECS website.)	CY	JJ
08/021	District shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion.	CY	JJ
N/A	Students must have travel insurance for travel out of lower 48 states.	N/A	N/A
01/2021	Staff, students and parents have been notified that the District may cancel or postpone student travel at any time if the State Department/Homeland Security or Federal Government indicates such travel presents unreasonable risk.	CY	JJ

APPROVED:

Site Principal: Jennifer Johnson Date: 12/14/21

Teacher/Staff: Charles Young Date: 12/14/21

Director of Personnel: _____ Date: _____

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Minutes from the Regular Meeting on December 9, 2021

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the minutes from the regular meeting on December 9, 2021.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Not applicable.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D. - Superintendent

ATTACHMENTS:

Description

- Draft Minutes - 12.09.21

Eureka City Schools | Board of Education
District Office - 2100 J Street - Eureka, CA 95501

Regular Meeting
6:30 PM
December 9, 2021
MINUTES

A. CALL TO ORDER OF STUDY SESSION

President Ollivier called the study session to order at 3:33 p.m.

Members Present: Duncan, Johnson, Ollivier, Taplin, Fernandez

Members Absent: None

Staff Present: Van Vleck, Storts, Harris, van Dissel

B. STUDY SESSION

- (1) Sexual Harassment Prevention Training with School & College Legal Services of California (Ellie Austin)

Attorney Ellie Austin, School & College Legal Services, presented to the Board Sexual Harassment and Abusive Conduct Prevention Training.

C. PUBLIC COMMENT ON CLOSED SESSION ITEMS

Members Present: Duncan, Johnson, Ollivier, Taplin, Fernandez

Members Absent: None

Staff Present: Van Vleck, Ziegler, Storts, Will, Leonard, Harris

No public comment on closed session items.

D. CLOSED SESSION (Closed to Public)

President Ollivier moved the meeting to closed session to discuss closed session Items D(2) through D(7).

- (2) Conference with Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1)) - OAH CASE NUMBER 2021060361
- (3) Employee Discipline, Dismissal, Release, Accept the Resignation of a Public Employee (GC § 54957)
- (4) Public Employee Performance Evaluation (Gov. Code §54957) Title: Superintendent
- (5) Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. M(25)

- (6) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. M(25)
- (7) Conference with Labor Negotiator Superintendent Van Vleck Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)

E. RECONVENING OF OPEN SESSION (Room 116)

President Ollivier reconvened the meeting at 6:30 p.m.

Members Present: Johnson, Ollivier, Fernandez, Duncan, Taplin

Members Absent: Watson

Staff Present: Van Vleck, Ziegler, Storts, Will, Leonard, Harris

F. REPORT OUT FROM CLOSED SESSION

On item D(2), a compromise and release agreement was approved as to OAH Case No. 2021060361. There was no action to report on closed session Items D(3) through D(7).

G. PLEDGE OF ALLEGIANCE TO THE FLAG

H. BOARD RECOGNITION

- (8) Apple Pin Awards

The Governing Board awarded an Apple Pin to Amanda Jeffares, Food Services at Winship Middle School, and Carol Krueger at Lafayette Elementary School, for their service to the students within Eureka City Schools.

I. ANNUAL ORGANIZATIONAL MEETING BUSINESS

- (9) Election of Board President for December 2021 through December 2022

Ollivier was nominated by Duncan to serve at the Board President for December 2021 through December 2022. Motion failed due to lack of second.

Fernandez was nominated by Johnson, seconded by Fernandez, to serve as Board President for December 2021 through December 2022. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 2 (Johnson, Fernandez), noes 3 (Duncan, Ollivier, Taplin), absent 0. Motion failed.

Per Board Protocols, the Board has to identify the reason for a “no” vote. Trustee Duncan notes he voted “no” because he has some concerns Trustee Fernandez is not following the Board’s Bylaws and procedures in place for the Board. Trustee Ollivier states her “no” is because Trustee

Fernandez needs more experience prior to leading the Board. Trustee Taplin states her reasons are the same as Trustee Ollivier.

Ollivier was nominated by Duncan, seconded by Taplin, to serve another year as the Board President for December 2021 through December 2022. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 3 (Duncan, Taplin, Ollivier), noes 2 (Fernandez, Johnson), absent 0. Motion passed.

Fernandez and Trustee Johnson voted “no” as they would like the Board to following the regular rotations in the Bylaws. Trustee Johnson believes Trustee Fernandez is capable to lead the Board and prefers the Board follow the rotation it has done in the past.

(10) Election of Board Clerk for December 2021 through December 2022

Fernandez was nominated by Johnson, seconded by Taplin, to serve as Board Clerk for December 2021 through December 2022. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 5, noes 0, absent 0. Motion carried.

(11) Board Meeting Dates and Times for January 2022 through December 2022

The Board discussed the proposed Board meeting dates for 2022. All dates approved as presented.

It was M/S by Taplin/Johnson to adopt the 2021 Board meeting dates, as presented. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 5, noes 0, absent 0. Motion carried.

(12) Selection of One Board Member Who Shall Have One Vote to Elect a Person to the County Committee on School District Organization

It was M/S by Taplin/Duncan to approve Susan Johnson as the Board representative who will have one vote to elect a person to the County Committee on School District Organization. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 5, noes 0, absent 0. Motion carried.

(13) Annual Review of Board Policy/Administrative Regulation 5116.1 - Intradistrict Open Enrollment

Annual review.

(14) Annual Review of Board Policy/Administrative Regulation 6145 Extracurricular and Cocurricular Activities

Annual review.

J. ADJUSTMENTS TO THE AGENDA

- (15) Approval of the Agenda

No adjustments to the Agenda.

It was M/S by Johnson/Taplin to approve the Agenda. Student Board Representative: yes 0, no 0, absent 1 (Watson). Governing Board: yes 5, noes 0, absent 0. Motion carried.

K. INFORMATION

- (16) Student Reports

Robert Norris provided an update to the Board on recent FFA activities.

- (17) Superintendent's Report

Van Vleck provided an update to the Board on the CSBA Annual Education Conference. It was a great opportunity to learn about the trends in education and the focus of many classes related to equity.

- (18) Board Members' Reports

Johnson notes this was an excellent conference and she enjoyed the classes and presenters, including Elaine Welteroth, who reminded Governing Boards to “get out of the way” of student voices. She requested the Board bring the mural item back for review. She is looking forward to the opportunity to discuss this at a future Board meeting.

Taplin notes she taught Apple Pin recipient Carol Krueger's son and recalls he had beautiful handwriting.

Ollivier also enjoyed the CSBA conference in addition to the Delegate Assembly. She got a lot out of the conversations on equity and funding relating to employee benefits. She proposed the Board look into creating an equity policy, starting with a study session, and asked if there is interest from other Board members. She would like to schedule the study session before the regular meeting on February 3rd. The Board would like to bring in somebody to facilitate the conversation.

Fernandez also enjoyed the Annual Education Conference in-person. He enjoyed learning about the ethnic studies program, school budgets, and the focus on mental health.

Duncan believes the mural discussion is important and proposed the District looks at other murals at the school sites, such as the cafeteria, to make sure it is fair for all students. He would also like to discuss the

electronic posters that could flash different displays of artwork, etc. With the new technology, there are a lot of ways for young people to display their art. He is also looking forward hearing about bigger districts offering housing for their employees. He would like to discuss this in the future, if there is a way the District could help provide housing.

L. PUBLIC COMMENT ON NON-AGENDA ITEMS

Ruth Mitchell provided the Board with a library update including activities at each sites, i.e. book clubs, book fairs, poetry/writing wall, student art displays, etc. Students look forward to spending time in the library and can play games or have quiet time.

Sharrone Blanck addressed the Board regarding her concerns about the mural issue. She is glad to hear the conversation that took place earlier in the meeting, when Trustee Johnson requested the item be brought back to the Board. She appreciated the personal comments by Trustee Duncan and notes the importance of personal stories. She extended a hand to the District and notes the equity conversation needs to happen with those affected. She would like to see many vested people involved in the equity policies.

Jordan Brown addressed the Board as a member of the BSU Club at EHS and BIPOC ally. She was dismayed to hear the recent decision that came out of the Board. She provided comments about the ECS mission statement and notes the student voice is important. She reviewed the statement provided several years ago by then President Susan Johnson, encouraging students to speak up and make their voices heard. The decision to not support murals does not support students.

Latrice Watson, mother of Amaya Watson, provided feedback to the Board. She notes the previous comments about the District's mission and believes equity documents need to be living documents, not just words on a website for compliance purposes. She is upset with her daughter's ideas being dismissed and believes she is not being listened to. She encouraged Board members to explore their own bias and find out what makes them uncomfortable. She urged the Board to create a committee to examine these issues and use the District's resources to improve the guidelines.

Ray Watson addressed the Board states his appreciation to be at the Board meeting. He thanked the Board for bringing the item back to the next agenda. He encouraged the Board to have strong conversation when they bring it back. He conveyed his disappointment in seeing his daughter, Amaya, work hard to bring a conversation back to the last Board meeting and felt like she was not heard. He has been a football coach at EHS for the last ten years. He was hurt by the last Board meeting and encouraged the Board and staff to listen to the kids.

Knadija Audoo addressed the Board on behalf of BSU and LatinX clubs at EHS. She came here as an immigrant, and is black, both have been difficult. She conveyed that seeing her flag up on the wall at EHS and having murals that show

her history help her feel more comfortable. She feels like all students should feel welcome and comfortable.

Amy Uyeki addressed the Board as a member of the community and the Humboldt Asian and Pacific Islanders Club. She provided a letter, which will be distributed to the Board. She notes the letter is in support of the student's request to have diverse murals and perspectives on the school site. Some members of the Humboldt Asian and Pacific Islanders Club contributed to the mural project and were disappointed in the Board's decision. She is glad the Board is revisiting this conversation. She notes she is also a local artist and her artwork depicts her own history. Art is the most assessable means of sharing a voice.

Tim Olson addressed the Board regarding the murals and thanked the Board for reconsidering their previous decision. Olson is the advisor of the LatinX Club and believes their voices are not seen and heard enough. He knows murals can be political and challenging but, after COVID-19, everyone should be able to make this work for the betterment of the students at ECS.

M. CONSENT CALENDAR

It was M/S by Johnson/Taplin to approve the following Consent Calendar items:

- (19) Approval of Budget Development Calendar
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (20) Approval of Pre-Qualified Contractors and Sub-Contractors
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (21) Approval of November 2021 Warrants
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (22) Approval of Annual Board Member Stipend Payments for Board Meetings Attended in 2021
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (23) Approval of Minutes from the Regular Meeting on November 18, 2021
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (24) Approval and Adoption of the 2022-2023 Calendar, 2022-2023 Quarter Calendar, and 2022-2023 Holiday Schedule
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs

- (25) Approval of Personnel Action Report No. 7
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs
- (26) Approval of Field Trip Requests: Various Field Trips - Eureka High School
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs
- (27) Approval of Memorandum of Understanding (MOU) between Eureka City Schools and WestEd
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (28) Approval of Resolution #21-22-008, Revised Date for Observance of Abraham Lincoln's Birthday in 2022-2023 School Calendar
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs
- (29) Approval of Declaration of Equipment as Surplus and Authorization to Sell
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (30) Approval of Resolution 21-22-009 California State Preschool Program 1106 Continued Funding Application Fiscal Year 2022-2023
Referred to the Board by:
John Leonard, Director of Student Services

Student Board Representative: yes 0, no 0, absent 1 (Watson). Governing Board: yes 5, noes 0, absent 0. Motion carried.

N. DISCUSSION/ACTION

- (31) 2021-22 First Interim Report
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler provided an update to the Board on the 2021-22 First Interim Report. Key considerations include the one-time funds, unrestricted reserves, COLA increases, state economic forecast, 2022-23 enrollment/ADA, cash, universal TL expansion, and the new financial system.

It was M/S by Duncan/Ollivier to approve a positive certification of the 2021-22 First Interim Report. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (32) Designation of Citizens' Oversight Committee (COC) Members
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler asked the Board to approve re-designation of Citizens' Oversight Committee Members. The Committee will then move forward with the regular process to replace a vacancy.

It was M/S by Johnson/Taplin to approve the Designation of Citizens' Oversight Committee (COC) Members. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (33) New Classified White Collar Job Description – Lead After-School Program Assistant
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs

Will asked the Board to approve a new job description for a Lead After-School Program Assistant. There will be one lead per site. The job decision was shared with CSEA and there is an agreement in concept. CSEA will note on this at their next meeting.

It was M/S by Johnson/Duncan to approve the New Classified White Collar Job Description – Lead After-School Program Assistant. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (34) Adoption of Educator Effectiveness Block Grant Expenditure Plan
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

This item was previously brought to the Board and this the second time on the agenda.

It was M/S by Johnson/Taplin to approve the Adoption of Educator Effectiveness Block Grant Expenditure Plan. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 5, noes 0, absent 0. Motion carried.

O. DISCUSSION

- (35) Interdistrict Transfers Between Students at Eureka City Schools and South Bay Union School District
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

Staff is seeking direction from the Board on how to treat IDTs between South Bay and Eureka City Schools, given the current Shared Services Agreement. It is Staff's recommendation the District continue to treat interdistricts with South Bay as usual, through the regular interdistrict process. Direction was provided by the Board to follow staff's recommendation.

P. PUBLIC HEARING

- (36) Public Comment on Changes to the 2021-2024 Collective Bargaining Agreement between the Governing Board and Eureka Teachers Association/CTA/NEA
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs

No public comment.

Q. CLOSED SESSION

- (37) Conference with Labor Negotiator Superintendent Van Vleck Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)

Closed session did not continue.

R. RECONVENING OF OPEN SESSION

Not applicable. Closed session did not continue.

S. REPORT OUT FROM CLOSED SESSION

Not applicable. Closed session did not continue.

T. DISCUSSION/ACTION (continued)

- (38) Certify Public Disclosure Summary and Ratify Changes to the 2021-2024 Collective Bargaining Agreement Between Eureka City Schools Governing Board and the Eureka Teachers Association/CTA/NEA

It was M/S by Taplin/Ollivier to Certify the Public Disclosure Summary and Ratify Changes to the 2021-2024 Collective Bargaining Agreement Between Eureka City Schools Governing Board and the Eureka Teachers Association/CTA/NEA. Student Board Representative: aye 0, no 0, absent 1 (Watson). Governing Board: ayes 5, noes 0, absent 0. Motion carried.

U. INFORMATIONAL ONLY ITEMS

- (39) Information Only: January 2022 - Review of CDE Calendar of Events

V. ADJOURNMENT

President Ollivier adjourned the meeting at 7:50 p.m.

Respectfully submitted,

Fred Van Vleck, Ed.D.
Secretary of the Board of Education

Micalyn Harris, Recording Secretary

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of the Memorandum of Understanding between Northcoast Children's Services and Eureka City Schools: Alice Birney and Winzler Children's Center

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the Memorandum of Understanding (MOU) between Northcoast Children's Services and Eureka City Schools: Alice Birney and Winzler Children's Center

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The attached MOU's update the terms and duration for both the Alice Birney and Winzler Children's Center agreements.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

Eureka City Schools has had a long standing relationship with Northcoast Children's Services. The Winzler agreement was last updated in October, 2015; the MOU regarding Alice Birney was last Board approved in October, 2009.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Alice Birney MOU
- ▣ Alice Birney Exhibit A

- ▢ Winzler MOU
- ▢ Winzler Exhibit A

ALICE BIRNEY ELEMENTARY & NORTHCOAST CHILDREN'S SERVICES
Memorandum of Agreement

This agreement is made and entered into by and between Eureka City Schools (ECS) and Northcoast Children's Services (NCS) for a period of five (5) years, beginning July 1, 2021, and extending through June 30, 2026.

Whereas, Eureka City Schools owns the real property known as Alice Birney Elementary, a public school site located at 717 South Avenue, Eureka.

Whereas, Northcoast Children's Services owns portable structures for the Head Start and Early Head Start Program which are located on and utilize a portion of the Alice Birney Elementary School, as further demarcated on Exhibit A, attached hereto and incorporated by this reference ("Premises"). This agreement excludes use by NCS of any other facilities located on the ECS property and ECS shall have the right to use or lease any of the facilities and property not being used by NCS pursuant to this agreement.

Now, therefore, let it be known that it is mutually agreed as follows:

1. Eureka City Schools shall offer the Premises to Northcoast Children's Services with a mutually agreed upon option to renew this agreement.
2. Northcoast Children's Services shall be responsible for monthly charges of all utilities needed for the use of the Premises (water, sewer, gas, electricity, internet, telephone and cable TV).
3. Northcoast Children's Services must have Eureka City Schools' written approval for any alteration or improvement to the Premises, including but not limited to, modification or placement of any gates, fence work, play area, and play structures. Said restriction is made in an effort to retain the present public school motif and uniformity with present grounds and structures. Any such alteration, improvement or modification must be provided by Northcoast Children's Services at no cost to Eureka City Schools.
4. Eureka City Schools acknowledges that the NCS Head Start Program is funded by the United States Department of Health and Human Services, and that Northcoast Children's Services has little control over the duration or the amount of said allocations. For this reason, Eureka City Schools further acknowledges that the portable structures for the Head Start Program will remain the property of the United States Department of Health and Human Services, and at no time or under any circumstances are said structures intended to be the property of Eureka City Schools.
5. Eureka City Schools will consider use by Northcoast Children's Services of its building and grounds, pursuant to ECS use permit application procedures, when not in conflict with school events. Based on a mutual agreement, Northcoast Children's Services agrees to permit use of its buildings, playground and other equipment when not in conflict with its program events.
6. Northcoast Children's Services agrees that it shall not let or sublet the whole or any part of said Premises unless negotiated beforehand in writing with Eureka City Schools.
7. Northcoast Children's Services shall personally occupy said Premises and shall keep the same in good repair, including all improvements which may hereafter be added, damages by the elements excepted, and shall not make any alterations thereon without written consent of Eureka City Schools and shall not commit or suffer to be permitted any waste upon said Premises.
8. Northcoast Children's Services shall not use said Premises for any purpose which will cause Eureka City Schools to pay any additional or added expense, without obtaining the written consent of Eureka City Schools.

9. Should Eureka City Schools be compelled to commence or sustain an action of law to dispossess the Northcoast Children's Services or to recover possession of said Premises, the Northcoast Children's Services shall pay all the costs in connection therewith, including counsel fees of the attorney of Eureka City Schools. The waiver, the Eureka City Schools, or any covenant herein contained shall not violate the same or any other covenant contained herein and the terms and conditions contained herein are to apply to and bind the heirs, successors, and assigns of each of the parties hereto.
 10. Northcoast Children's Services shall use said Premises for the operations of a Head Start Program and for no other purpose except upon written consent of Eureka City Schools. The Premises are to be operated and managed by employees of the Northcoast Children's Services.
 11. Northcoast Children's Services shall keep the Premises free of any and all liens arising out of its activities.
 12. Northcoast Children's Services shall indemnify and hold Eureka City Schools, its officers, employees and agents, harmless at all times against any and all loss, damages, cost or expense for any claim (valid or invalid) for injury, death, or damage either to person or property sustained by Northcoast Children's Services or by any other person, arising out of the use of the property and be responsible for any attorney fees.
 13. Northcoast Children's Services shall maintain insurance as described below:
 - a. A Workers' compensation insurance, including waiver of subrogation, with limits of \$2,000,000.00 or more with an insurance carrier satisfactory to ECS in accordance with the Act of the Legislature of the State of California, known as the "Workers' Compensation Insurance and Safety Act" originally approved May 26, 1913, and all Act amendments and supplements thereto. Said policy shall be endorsed with the following specific language: "This policy shall not be canceled or materially changed without first giving thirty (30) days prior written notice to Eureka City Schools. In the event Northcoast Children's Services is self-insured, it shall furnish a certificate of permission to self-insure, signed by the Department of Industrial Relations Administration of Self-insurance, Sacramento, California.
 - b. Commercial or Comprehensive General Liability insurance covering bodily injury and property damage utilizing an occurrence policy form, in an amount no less than \$2,000,000.00 combined single limit for each occurrence. Said insurance shall include, but not be limited to: premises and operations liability, independent contractor's liability, and personal injury liability. The policy(ies) of Commercial or Comprehensive General Liability insurance shall contain express waivers of subrogation by the insurer(s) issuing such policy(ies) to the extent of damages or losses covered thereunder. Northcoast Children's Services shall provide ECS with properly executed Certificates of Insurance clearly evidencing all coverages, limits, and endorsements required above and including an additional insured endorsement naming ECS as an additional named insured for the limits specified herein.
 - c. All required insurance must be written by an admitted company licensed to do business in the State of California at the time the policy is issued. All required insurance shall be equal to or exceed an A rating as listed in Best's Insurance Guides' latest edition. On a case-by-case basis, ECS may accept insurance written on a company listed on the State of California Department of Insurance List of Eligible Surplus Lines ("LESLI List") with a rating of A or above as listed in Best's Insurance Guides' latest edition.
- Northcoast Children's Services understands and agrees that these obligations shall survive the expiration or sooner termination of the term of this agreement.
- d. Such policies shall show Eureka City Schools as an additional insured but without the obligation for payment of premiums, the reporting of claims or other obligations required of a "named insured". Northcoast Children's Services shall provide Eureka City Schools with proper evidence of such insurance coverage. Said policies shall provide that Eureka City Schools and

Northcoast Children's Services shall be given thirty (30) days notice of any cancellation, expiration or modification of such coverage.

14. Northcoast Children's Services understands and agrees that this agreement is subject to, and will be interpreted and implemented in accordance with, the purposes of, and the laws and regulations governing public education. Northcoast Children's Services also understands and agrees that any use of, or activity carried out on Eureka City Schools property cannot be in conflict with or inconsistent with the purposes of, and the laws and regulations governing public education.
15. Northcoast Children's Services also understands and agrees that (1) as to any of its employees or volunteers working on the property, it will comply with Education Code Sections 45125.1 as appropriate and (2) as to any person or entity contracting with a "party" to provide "school site services" as that term is used in Education Code Sections 45125.1 and 45125.2, that it will comply and require that person or entity to comply with the requirements identified by Eureka City Schools as being appropriate pursuant to those two sections.
16. Northcoast Children's Services understands and agrees that it shall comply with all applicable laws, ordinances, rules, regulations, building restrictions, recorded covenants and restrictions and requirements of all regulatory authorities having jurisdiction over the Premises at Eureka City Schools.
17. This agreement shall be construed and enforced in accordance with the laws of the State of California. Every provision of law and clause required by law to be inserted in this agreement shall be deemed to be inserted and this contract shall be read and enforced as though it were included and if through mistake or otherwise any provision is not inserted or is not correctly inserted, upon application of either party the contract shall be amended to make the insertion or correction.
18. Northcoast Children's Services understands and agrees if it fails or refuses to perform or comply with any provision of this agreement it will be in breach of the agreement if the failure to perform or comply is not cured within five (5) days after notice of default has been given by Eureka City Schools to Northcoast Children's Services. If the default cannot reasonably be cured within five (5) days, Northcoast Children's Services shall not be in default if Northcoast Children's Services commences to cure the default within the five (5) day period and diligently and in good faith continues to cure the default. In the event of default by Northcoast Children's Services, Eureka City Schools may terminate this agreement.
19. Northcoast Children's Services is aware of the terms of Revenue and Taxation Code Section 107.6 (possessory interest tax). Pursuant to this section, should this agreement create a possessory interest as defined in Revenue and Taxation Code Section 107 and/or 107.4, such property interest may be subject to property taxation if created and Northcoast Children's Services may be subject to the payment of property taxes on such interest.
20. ECS hereby reserves and shall have the following rights, in ECS's sole discretion without incurring any liability to Northcoast Children's Services and without altering in any way Northcoast Children's Services obligations under this agreement: (a) to enter the Premises at reasonable hours (or at any time in an emergency) to perform maintenance and repairs, to take any action authorized hereunder, or to do any act necessary for the safety or preservation of the Premises; and (b) to enter the Premises at reasonable hours to determine whether the Premises are in good condition, the Northcoast Children's Services is complying with its obligations under the agreement, or for any other reasonable purposes. In addition, with respect to the Premises, ECS hereby reserves and shall have the right without prior notice to suspend Northcoast Children's Services' right to occupy and use the Premises to permit use of the Premises by a public agency or the American Red Cross for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare or as may otherwise be needed to respond to such disasters or emergencies.
21. This agreement may be executed in any number of counterparts, each of which shall be deemed an original.
22. This agreement may be terminated by either party, with or without cause, at any time by the giving of ninety (90) days written notice to the other party.
23. At the end of the term of this agreement, or upon the termination thereof, Northcoast Children's Services shall be responsible for removal of any portable buildings, including any and all expenses related thereof, and return possession of said Premises to Eureka City Schools in as good

condition as when received by Northcoast Children's Services.

24. NCS, at its sole cost, shall provide routine, day-to-day custodial and maintenance services for the interior and exterior of the Premises. ECS shall not be responsible for any maintenance or repairs to the Premises.

Eureka City Schools

Northcoast Children's Services

Paul Ziegler Date

Assistant Superintendent

Rodney Oien Date

Executive Director



**EUREKA CITY SCHOOLS WINZLER CHILDREN'S CENTER
AND
NORTHCOAST CHILDREN'S SERVICES**

Memorandum of Understanding

This agreement is made and entered into by and between Eureka City Schools (ECS) and Northcoast Children's Services (NCS) for a period of five (5) years, beginning on July 1, 2021, and extending through to June 30, 2026. This agreement may be renewed upon mutual agreement of the parties.

Whereas, ECS owns the real property known as Winzler Children's Center, a public school site located at 717 Creighton Street, Eureka.

Whereas, Northcoast Children's Services owns a portable two-classroom structure located on the Winzler Children's Center property, as further demarcated on Exhibit A, attached hereto and incorporated by this reference ("Premises").

Whereas, ECS desires to use the Premises for the purposes of operating the Ruby Winzler Children's Center.

Now, therefore, let it be known that this Memorandum of Understanding is mutually agreed to as follows:

1. ECS shall be responsible for monthly charges of all utilities needed for the use of the Premises (water, sewer, gas, electricity, internet, telephone and cable TV).
2. ECS acknowledges that the NCS Head Start Program is funded by the United States Department of Health and Human Services, and the NCS has little control over the duration or the amount of said allocations. For this reason, ECS further acknowledges that the portable structure for the Head Start Program will remain the property of the United States Department of Health and Human Services, and at no time or under any circumstances is said structure intended to be the property of ECS.
3. ECS must have NCS written approval for any alteration, improvement or modification to the Premises. ECS shall keep the Premises in good repair, including all improvements which may hereafter be added, damages by the elements excepted, and shall not make any alterations thereon without written consent of NCS.
4. ECS shall not use said Premises for any purpose which will cause NCS to pay any additional or added expense, without obtaining the written consent of NCS.
5. ECS shall indemnify and hold NCS, its officers, employees and agents, harmless at all times against any and all loss, damages, cost or expense for any claim (valid or invalid) for injury, death, or damage either to person or property sustained by ECS or by any other person, arising out of the use of the Premises and be responsible for any attorney fees.
6. Both parties shall maintain Commercial or Comprehensive General Liability insurance covering bodily injury and property damage utilizing an occurrence policy form, in an

amount no less than \$2,000,000.00 combined single limit for each occurrence. Said insurance shall include, but not be limited to: premises and operations liability, independent contractor's liability, and personal injury liability. The policy(ies) of Commercial or Comprehensive General Liability insurance shall contain express waivers of subrogation by the insurer(s) issuing such policy(ies) to the extent of damages or losses covered thereunder. Each party shall provide the other with properly executed Certificates of Insurance clearly evidencing all coverages, limits, and endorsements required above and including an additional insured endorsement naming the other party as an additional named insured for the limits specified herein.

7. ECS understands and agrees if it fails or refuses to perform or comply with any provision of this agreement; it will be in breach of the agreement if the failure to perform or comply is not cured within five (5) days after notice of default has been given by NCS to ECS. If the default cannot reasonably be cured within five (5) days, ECS shall not be in default if ECS commences to cure the default within the five (5) day period and diligently and in good faith continues to cure the default. In the event of default by ECS, NCS may terminate this agreement.
8. This agreement may be terminated by either party, with or without cause, at any time by the giving of ninety (90) days written notice to the other party.
9. At the end of the term of this agreement, or upon the termination thereof, NCS shall be responsible for removal of any portable buildings, including any and all expenses related thereof, and return possession of said Premises to Eureka City Schools in as good condition as when received by NCS.
10. ECS, at its sole cost, shall provide routine, day-to-day custodial and maintenance services for the interior and exterior of the Premises. NCS, at its sole expense, shall maintain and repair the heating, air conditioning, ventilation system, electrical, water supply, roof, exterior walls, and other structural members of the Premises.

Eureka City Schools

Northcoast Children's Services

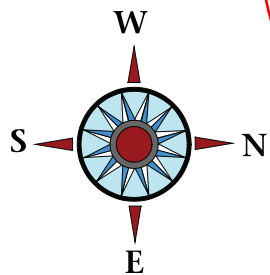
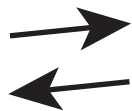
Paul Ziegler

Assistant Superintendent

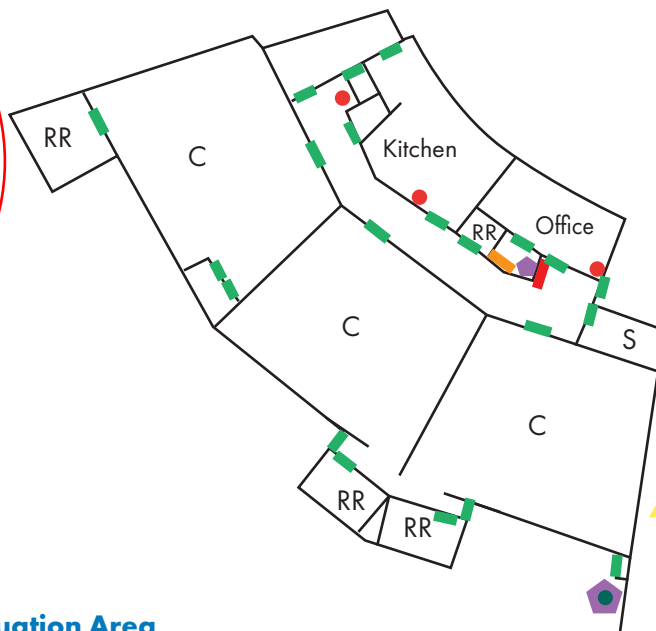
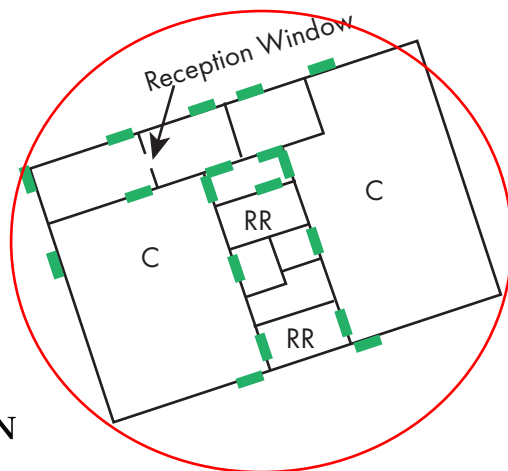
Rodney Oien

Executive Director

HENDERSON



Parking



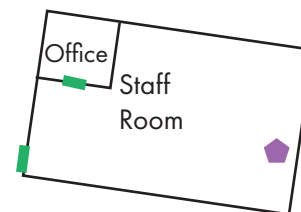
CREIGHTON

Winzler Children's Center

717 Creighton Street
Eureka, CA
Phone: 707-441-2498

Student Evacuation Area

C Classroom	Security Alarm Panel
S Storage	Water Shut Off
Exit/Door	Gas Shut Off
Fire Extinguisher	Main Electrical Shut Off
Fire Alarm Panel	Sub Panels



Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval and Acceptance of the HCOE and California
Department of Parks and Recreation Grant: Eureka High School
Meeting Date: January 13, 2022
Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve and accept the grant from HCOE and California Department of Parks and Recreation for Eureka High School (EHS).

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The grant will reimburse transportation costs for travel to Prairie Creek State Park. Eight EHS science classes will travel for interpretive field trips that align with their NGSS biology curriculum.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 2: MATH AND SCIENCE PROGRAMS

HISTORY *(list previous staff or board action(s) with dates if possible)*

Biology classes have traveled to Prairie Creek in the past.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The grant award is \$400.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Zielger, Assistant Superintendent of Business Services

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Bell Schedules Elementary/Middle/High Period Lengths

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the 2021-2022 bell schedules and instructional minutes for all Elementary and Secondary schools.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Governing Board approves individual bell schedules annually to ensure daily start-up, stop times, and instructional minutes are in compliance with Education Code/State laws and to keep parents informed so that they may plan accordingly. These bell schedules/instructional minutes increased due to negotiations with the Eureka Teachers Association.

STRATEGIC PLAN/PRIORITY AREA:

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is an annual approval.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- ▣ EHS Bell Schedule

- ▣ Zane Bell Schedule
- ▣ Zoe Bell Schedule
- ▣ Washington Bell Schedule
- ▣ Grant Monday Bell Schedule
- ▣ Grant Tues-Fri Bell Schedule (updated)
- ▣ Lafayette Bell Schedule
- ▣ Winship Bell Schedule
- ▣ Alice Birney Bell Schedule

Eureka High School
Bell Schedules
2021-2022 – effective Jan 3, 2022

Regular Day:

Zero Period	7:26 AM – 8:24 AM
1st Period	8:30 AM - 9:31 AM
2nd Period	9:37 AM - 10:37 AM
Break	10:37 AM - 10:47 AM
3rd Period	10:53 AM - 11:53 AM
4th Period	11:59 AM - 12:59 PM
Lunch	12:59 PM - 1:32 PM
5th Period	1:38 PM - 2:38 PM
6th Period	2:44 PM - 3:44 PM

Monday Collaboration Day:

Zero Period	7:37 AM – 8:24 AM
1st Period	8:30 AM - 9:21 AM
2nd Period	9:27 AM - 10:16 AM
Break	10:16 AM - 10:26 AM
3rd Period	10:32 AM - 11:21 AM
4th Period	11:27 AM – 12:16 PM
Lunch	12:16 PM - 12:49 PM
5th Period	12:55 PM - 1:44 PM
6th Period	1:50 PM - 2:39 PM



ZANE MIDDLE SCHOOL

Monday Schedule

Regular Schedule

Period	Time
1	8:40am – 10:01am
2	10:05am – 10:46am
Break	10:46am – 10:58am
3	11:02am – 11:43am
4	11:47am – 12:28pm
Lunch	12:28pm – 12:58pm
5	1:02pm – 1:43pm
6	1:47pm – 2:28pm

Period	Time
1	8:40am – 9:39am
2	9:43am – 10:41am
Break	10:41am – 10:53am
3	10:57am – 11:56am
4	12:00pm – 12:58pm
Lunch	12:58pm – 1:28pm
5	1:32pm – 2:30pm
6	2:34pm – 3:31pm

Make Every Minute Count

Per. 1	8:30-9:17
Per. 2	9:19- 10:06
Per. 3	10:08-10:55
Per. 4	10:57-11:44
LUNCH	11:44- 12:14
Per. 5	12:14-1:01
Per. 6	1:03-1:50
Per. 7	1:52-2:39
Per. 8	2:41-3:27

Monday- Friday Bell Schedule 2021-2022

Class	Start	Recess	Lunch	Dismissal	Teacher
TK	8:10	9:45-10:05	11:40-12:25 (11:40-12:00 lunch) (12:00-12:25 recess)	Monday: 1:55 Tues-Fri: 2:42	Sullivan
Kindergarten					Schrum DeHart Mandy
					Foster Bongio Stone
1st					
2nd		10:05-10:25	12:05-12:50 (12:05-12:25 lunch) (12:25-12:50 recess)	Coradines Breyer DaSilveira Smith	
3rd					Fanucchi Hernandez Lemon
4th		10:30-10:50	12:35-1:20 (12:35-1:20 lunch) (12:55-1:20 recess)	Monday: 1:55 Tues-Fri 2:42	Wong Harden
4/5					Berube
5th	Rains Anderson				

Grant Elementary
Monday Bell Schedule 2021-2022
School Begins: 8:10 am Student Dismissal: K-5th 1:55 pm

Class	Start	Recess	Lunch	Dismissal	Teacher
	8:10			1:55	
K					Forslund
K		9:50-10:10	11:35-12:20 Recess 11:55-12:20		Sanders
1 st					Merideth-Sutke
1 st					Thompson
			Lunch		
2 nd		10:15-10:35	12:05-12:50 Recess 12:25-12:50		Hineline
3 rd					Kinder
3 rd					Rico
4 th		10:40-11:00	Lunch		Hunt
4/5 th			12:30-1:15		Larson
5 th			Recess 12:50-1:15		Osuna

Grant Elementary Bell Schedule 2021-2022

School Begins: 8:10 am Student Dismissal: K-5th: 2:42 pm

Class	Start	Recess	Lunch	Dismissal	Teacher
	8:10			2:42	
		9:50-10:10			
K			11:35-12:20		Forslund
K			Recess 11:55-12:20		Sanders
1 st					Merideth
1 st					Thompson
		10:15-10:35	Lunch		
2 nd			12:05-12:50		Hineline
3 rd			Recess 12:25-12:50		Kinder
3 rd					Rico
		10:40-11:00			
			Lunch		
4 th			12:30-1:15		Hunt
4 th /5 th			Recess 12:50-1:15		Larson
5 th					Osuna

Collaboration Monday Release Time: K-5th : 1:55 pm

LAFAYETTE BELL SCHEDULE -- 2021/22 (regular day)

CLASS	START	RECESS	LUNCH	DISMISSAL	TEACHER
Pre-K	8:00	9:25-9:45		Mon-Fri 11:25	Leclair
TK	8:10	↓	11:40-12:25	Mon -- 1:55 Tue-Fri -- 2:42	Leclair
K	↓	9:50-10:10	Lunch -- 11:40-12:00 Recess -- 12:00-12:25	↓	Barrera
K	↓	↓	↓	↓	Carroll
1ST	↓	↓	↓	↓	Sherar
1ST/2ND	↓	↓	↓	↓	Cardenas
	↓	10:15-10:35	12:05-12:50	↓	
2ND	↓	↓	Lunch 12:05-12:25 Recess 12:25-12:50	↓	Tetzlaff
3RD	↓	↓	↓	↓	Campbell
4TH	↓	10:40-11:00	12:35-1:20	↓	Ivanov
4TH/5TH	↓	↓	Lunch -- 12:35-12:55 Recess -- 12:55-1:20	↓	Lee
5TH	↓	↓	↓	↓	Brakeman
SDC	↓	↓	↓	↓	Letts

LAFAYETTE BELL SCHEDULE -- 2021/22 (*minimum days*)

CLASS	START	RECESS	LUNCH	DISMISSAL	TEACHER
Pre-K	8:00	9:10-9:30		11:25	Leclair
TK	8:10	↓	11:00-11:45	12:50	Leclair
K	↓	9:35-9:55	Lunch -- 11:00-11:20 Recess -- 11:20-11:45	↓	Barrera
K	↓	↓	↓	↓	Carroll
1ST	↓	↓	↓	↓	Sherar
1ST/2ND	↓	↓	↓	↓	Cardenas
	↓	10:00-10:20	11:30-12:15	↓	
2ND	↓	↓	Lunch -- 11:30-11:50 Recess -- 11:50-12:15	↓	Tetzlaff
3RD	↓	↓	↓	↓	Campbell
4TH	↓	10:25-10:45	12:00-12:45	↓	Ivanov
4TH/5TH	↓	↓	Lunch -- 12:00-12:20 Recess -- 12:20-12:45	↓	Lee
5TH	↓	↓	↓	↓	Brakeman
SDC	↓	↓	↓	↓	Letts

Winship Middle School					
21/22					
	Regular	Collaboration	Minimum	Parent Conf.	TOTAL
Actual Daily Instructional Minutes	357	294	218	248	
Number of Days	142	32	1	5	180
Annual Minutes	50,694	9,408	218	1,240	61,560
	Annual Required Minutes				
	54,000				

6th					7th/8th					
	BEGINS	ENDS	MINUTES			BEGINS	ENDS	MINUTES		Zero Period
Period 1	8:40 AM	9:45 AM	01:05		Period 1	8:40 AM	9:35 AM	00:55		
Period 2	9:45 AM	10:50 AM	01:05		Passing Time	9:35 AM	9:38 AM	00:03		
Break	10:50 AM	11:02 AM			Period 2	9:38 AM	10:30 AM	00:52		
Passing Time	11:02 AM	11:05 AM	00:03		Break	10:30 AM	10:42 AM			
Period 3	11:05 AM	12:05 PM	01:00		Passing Time	10:42 AM	10:45 AM	00:03		
Period 4	12:05 PM	1:02 PM	00:57		Period 3	10:45	11:37 AM	00:52		
Lunch	1:02 PM	1:32 PM			Passing Time	11:37 AM	11:40 AM	00:03		
Passing Time	1:32 PM	1:35 PM	00:03		Period 4	11:40 AM	12:32 PM	00:52		
Period 5 (PE)	1:35 PM	1:57 PM	00:22		Lunch	12:32 PM	1:02 PM			
Passing Time	1:57 PM	2:00 PM	00:03		Passing Time	1:02 AM	1:05 AM	00:03		
Period 6	2:00 PM	2:52 PM	00:52		Period 5	1:05 PM	1:57 PM	00:52		
Passing Time	2:52 PM	2:55 PM	00:03		Passing Time	1:57 PM	2:00 PM	00:03		
Advisory	2:55 PM	3:19 PM	00:24		Period 6	2:00 PM	2:52 PM	00:52		
Total Number of Hours			05:57		Passing Time	2:52 PM	2:55 PM	00:03		
TOTAL INSTRUCTIONAL MINUTES			357		Advisory	2:55 PM	3:19 PM	00:24		
					Total Number of Hours			05:57		
					TOTAL INSTRUCTIONAL MINUTES			357		

6th					7th/8th			
	BEGINS	ENDS	MINUTES			BEGINS	ENDS	MINUTES
Period 1	8:40 AM	9:47 AM	01:07		Period 1	8:40 AM	9:37 AM	00:57
Period 2	9:47 AM	10:54 AM	01:07		Passing Time	9:37 AM	9:40 AM	00:03
Break	10:54 AM	11:06 AM			Period 2	9:40 AM	10:34 AM	00:54
Passing Time	11:06 AM	11:09 AM	00:03		Break	10:34 AM	10:46 AM	
Period 3	11:09 AM	12:11 PM	01:02		Passing Time	10:46 AM	10:49 AM	00:03
Period 4	12:11 PM	1:10 PM	00:59		Period 3	10:49 AM	11:43 AM	00:54
Lunch	1:10 PM	1:40 PM			Passing Time	11:43 AM	11:46 AM	00:03
Passing Time	1:40 PM	1:43 PM	00:03		Period 4	11:46 AM	12:40 PM	00:54
Period 5 (PE)	1:43 PM	2:07 PM	00:24		Lunch	12:40 PM	1:10 PM	
Passing Time	2:07 PM	2:10 PM	00:03		Passing Time	1:10 PM	1:13 PM	00:03
Period 6	2:10 PM	3:04 PM	00:54		Period 5	1:13 PM	2:07 PM	00:54
Passing Time	3:04 PM	3:07 PM	00:03		Passing Time	2:07 PM	2:10 PM	00:03
Advisory	3:07 PM	3:31 PM	00:24		Period 6	2:10 PM	3:04 PM	00:54
Total Number of Hours			06:09		Passing Time	3:04 PM	3:07 PM	00:03
TOTAL INSTRUCTIONAL MINUTES			369		Advisory	3:07 PM	3:31 PM	00:24
					Total Number of Hours			06:09
					TOTAL INSTRUCTIONAL MINUTES			369

6th					7th/8th			
	BEGINS	ENDS	MINUTES			BEGINS	ENDS	MINUTES
Period 1	8:40 AM	9:30 AM	00:50		Period 1	8:40 AM	9:23 AM	00:43
Period 2	9:30 AM	10:20 AM	00:50		Passing Time	9:23 AM	9:26 AM	00:03
Break	10:20 AM	10:32 AM			Period 2	9:26 AM	10:08 AM	00:42
Passing Time	10:32 AM	10:35 AM	00:03		Break	10:08 AM	10:20 AM	
Period 3	10:35 AM	11:25 AM	00:50		Passing Time	10:20 AM	10:23 AM	00:03
Period 4	11:25 AM	12:14 PM	00:49		Period 3	10:23 AM	11:05 AM	00:42
Lunch	12:14 PM	12:44 PM			Passing Time	11:05 AM	11:08 AM	00:03
Passing Time	12:44 PM	12:47 PM	00:03		Period 4	11:08 AM	11:50 AM	00:42
Period 5 (PE)	12:47 PM	1:05 PM	00:18		Lunch	11:50 AM	12:20 PM	
Passing Time	1:05 PM	1:08 PM	00:03		Passing Time	12:20 PM	12:23 PM	00:03
Period 6	1:08 PM	1:50 PM	00:42		Period 5	12:23 PM	1:05 PM	00:42
Passing Time	1:50 PM	1:53 PM	00:03		Passing Time	1:05 PM	1:08 PM	00:03
Advisory	1:53 PM	2:16 PM	00:23		Period 6	1:08 PM	1:50 PM	00:42
Total Number of Hours			04:54		Passing Time	1:50 PM	1:53 PM	00:03
TOTAL INSTRUCTIONAL MINUTES			294		Advisory	1:53 PM	2:16 PM	00:23
					Total Number of Hours			04:54
					TOTAL INSTRUCTIONAL MINUTES			294

6th					7th/8th			
	BEGINS	ENDS	MINUTES			BEGINS	ENDS	MINUTES
Period 1	8:40 AM	9:32 AM	00:52		Period 1	8:40 AM	9:25 AM	00:45
Period 2	9:32 AM	10:24 AM	00:52		Passing Time	9:25 AM	9:28 AM	00:03
Break	10:24 AM	10:36 AM			Period 2	9:28 AM	10:12 AM	00:44
Passing Time	10:36 AM	10:39 AM	00:03		Break	10:12 AM	10:24 AM	
Period 3	10:39 AM	11:31 AM	00:52		Passing Time	10:24 AM	10:27 AM	00:03
Period 4	11:31 AM	12:22 PM	00:51		Period 3	10:27 AM	11:11 AM	00:44
Lunch	12:22 PM	12:52 PM			Passing Time	11:11 AM	11:14 AM	00:03
Passing Time	12:52 PM	12:55 PM	00:03		Period 4	11:14 AM	11:58 AM	00:44
Period 5 (PE)	12:55 PM	1:15 PM	00:20		Lunch	11:58 AM	12:28 PM	
Passing Time	1:15 PM	1:18 PM	00:03		Passing Time	12:28 PM	12:31 PM	00:03
Period 6	1:18 PM	2:02 PM	00:44		Period 5	12:31 PM	1:15 PM	00:44
Passing Time	2:02 PM	2:05 PM	00:03		Passing Time	1:15 PM	1:18 PM	00:03
Advisory	2:05 PM	2:28 PM	00:23		Period 6	1:18 PM	2:02 PM	00:44
Total Number of Hours			05:06		Passing Time	2:02 PM	2:05 PM	00:03
TOTAL INSTRUCTIONAL MINUTES			306		Advisory	2:05 PM	2:28 PM	00:23
					Total Number of Hours			05:06
					TOTAL INSTRUCTIONAL MINUTES			306

6th					7th/8th			
	BEGINS	ENDS	MINUTES			BEGINS	ENDS	MINUTES
Period 1	8:40 AM	9:15 AM	00:35		Period 1	8:40 AM	9:15 AM	00:35
Period 2	9:15 AM	9:50 AM	00:35		Passing Time	9:15 AM	9:18 AM	00:03
Period 3	9:50 AM	10:25 AM	00:35		Period 2	9:18 AM	9:53 AM	00:35
Break	10:25 AM	10:37 AM			Passing Time	9:53 AM	9:56 AM	00:03
Period 4	10:37 AM	11:18 AM	00:41		Period 3	9:56 AM	10:31 AM	00:35
Period 5 (PE)	11:18 AM	11:38 AM	00:20		Passing Time	10:31 AM	10:34 AM	00:03
Passing Time	11:38 AM	11:41 AM	00:03		Period 4	10:34 AM	11:09 AM	00:35
Period 6	11:41 AM	12:31 PM	00:50		Break	11:09 AM	11:21 AM	
Passing Time	12:31 PM	12:34 PM	00:03		Passing Time	11:21 AM	11:24 AM	00:03
Advisory	12:34 PM	1:00 PM	00:26		Period 5	11:24 AM	11:59 AM	00:35
Total Number of Hours			04:08		Passing Time	11:59 AM	12:02 PM	00:03
TOTAL INSTRUCTIONAL MINUTES			248		Period 6	12:02 PM	12:37 PM	00:35
					Passing Time	12:37 PM	12:40 PM	00:03
					Advisory	12:40 PM	1:00 PM	00:20
					Total Number of Hours			04:08
					TOTAL INSTRUCTIONAL MINUTES			248

6th					7th/8th			
	BEGINS	ENDS	MINUTES			BEGINS	ENDS	MINUTES
Period 1	8:40 AM	9:15 AM	00:35		Period 1	8:40 AM	9:15 AM	00:35
Period 2	9:15 AM	9:50 AM	00:35		Passing Time	9:15 AM	9:18 AM	00:03
Period 3	9:50 AM	10:25 AM	00:35		Period 2	9:18 AM	9:53 AM	00:35
Break	10:25 AM	10:37 AM			Passing Time	9:53 AM	9:56 AM	00:03
Period 4	10:37 AM	11:18 AM	00:41		Period 3	9:56 AM	10:31 AM	00:35
Period 5 (PE)	11:18 AM	11:38 AM	00:20		Passing Time	10:31 AM	10:34 AM	00:03
Period 6	11:38 AM	11:59 AM	00:21		Period 4	10:34 AM	11:09 AM	00:35
Passing Time	11:59 AM	12:02 PM	00:03		Break	11:09 AM	11:21 AM	
Period 6	12:02 PM	12:30 PM	00:28		Passing Time	11:21 AM	11:24 AM	00:03
Total Number of Hours			03:38		Period 5	11:24 AM	11:59 AM	00:35
TOTAL INSTRUCTIONAL MINUTES			218		Passing Time	11:59 AM	12:02 PM	00:03
					Period 6	12:02 PM	12:30 PM	00:28
					Total Number of Hours			03:38
					TOTAL INSTRUCTIONAL MINUTES			218

Alice Birney Monday- Friday Bell Schedule 2021-2022 (A)

TK-2: Instructional Assistant will escort class to the recess and lunch. A break will be given when you return to class.

Class	Start	Recess	Lunch	Dismissal	Teacher/ Support
		Mr. Mark will deliver breakfast to classrooms	Mark and Sub		BSA: Jana Roving Sub
Transitional TK	8:10	9:45- 10:05 Mark and SUB	Lunch 11:00-11:20 SUB	Mon 1:55 Tues-Fri 2:42	Kuttler/ Shelbye
Kindergarten			Recess 11:20-11:45 Sub		Wilson/ Julie Lopez/ Sub
		9:45-10:05 Sub (kinder) Mark (upper)			
1st			Recess 11:00 –11:20 Mark		Warren
*Moor @ recess			Lunch 11:20 –11:45 Shiloh *		Sen / Shiloh (at eating)
					Moor/ Pang, Stephanie (AT eating)
2nd		10:05-10:25 Sub Mark	Recess: 11:25-11:45 (2nd) Lunch 11:45- 12:10 (2nd) * Mark		King / Natalie(at eating) Moor/ Pang, Stephanie
			Recess 11:45- 12:10 (3rd) Lunch 12:10-12:30 (3rd)* SUB		Macknicki Ashtyn (eating)
3rd					Stengl / Ashtyn (eating)
					Cotter/ Ashtyn
4th		10:30-10:50 Sub Mark	Recess 12:10-12:30 Mark		Magnuson/ Jeff
			Lunch 12:30-12:55* SUB		Bean/ Ashtyn (E)
5th			Recess 12:35-12:55 Mark		Pagel
			Lunch 12:55-1:20 SUB		Perry

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Intent to Apply for the Child Care Stabilization Grant through the Bear River Band of the Rohnerville Rancheria

Meeting Date: January 13, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the the Intent to Apply for the Child Care Stabilization Grant through the Bear River Band of the Rohnerville Rancheria.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This is a Tribal CCDR Grant, it is necessary to serve at least one Native American Student in our After School for All Program. This unprecedented opportunity will directly support our After School Expanded Learning program for All by enabling ECS to decide how to best allocate supplemental grant funds. Allowable uses are as follows: increasing wages for child care support, staff, upgrading sanitation equipment, providing relief from copayments for families, health and safety quality training for staff, employee bonuses, and expanding center hours and accessibility for essential workers.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 14: ALTERNATIVE AND OPTIONAL EDUCATION PROGRAMS AND SERVICES

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

This grant is up to \$10,000.00 and ECS would have a year to spend the monies. ECS can choose to submit monthly receipts or spend all of the money right away to avoid reporting monthly expenses. No cost to Eureka City Schools.

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent of Educational Services

ATTACHMENTS:

Description

- ▣ OCC Official Announcement
- ▣ Child Care Stabilization Grant Application

ACF	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
Administration for Children and Families	1. Log No: CCDF-ACF-IM-2021-03	2. Issuance Date: 06-11-2021
	3. Originating Office: Office of Child Care	
	4. Key Words: Child Care and Development Fund, CCDF, American Rescue Plan Act, ARP Act	

INFORMATION MEMORANDUM

ARP ACT CCDF DISCRETIONARY SUPPLEMENTAL FUNDS

- To:** State, Territory, and Tribal Lead Agencies administering the Child Care and Development Fund (CCDF) program, as amended, and other interested parties.
- Subject:** Supplemental Child Care and Development Fund (CCDF) Discretionary Funds Appropriated in the American Rescue Plan (ARP) Act of 2021 (Public Law 117-2) signed into law March 11, 2021.
- References:** The Child Care and Development Block Grant (CCDBG) Act (42 U.S.C. 9857 *et seq.*); 45 CFR Parts 98 and 99; The American Rescue Plan (ARP) Act of 2021 (Public Law 117-2).
- Purpose:** To provide an overview and guidance on the supplemental CCDF Discretionary funds made available through the ARP Act.
- Background:** The ARP Act appropriated funding for child care through three funding streams. These include:
- Section 2201. \$14,990,000,000 for supplemental CCDF Discretionary Funds, available until September 30, 2024.
 - Section 2202. \$23,975,000,000 for child care stabilization grants, available until September 30, 2023.
 - Section 9801. \$3,550,000,000 in Mandatory and Matching funding for CCDF, a permanent annual appropriation.

Each funding stream has unique requirements. Therefore, the Office of Child Care (OCC) will be issuing three separate guidance Information Memoranda (IM).¹ The information in each IM is only applicable to the funding stream discussed in the IM, unless otherwise noted.

¹ Guidance IMs are available on the OCC COVID-19 page at <https://www.acf.hhs.gov/occ/training-technical-assistance/office-child-care-covid-19-resources>.

Guidance: Section 2201 of the ARP Act provides supplemental discretionary resources to states, territories, and tribes to implement the CCDF program.² This IM is designed to help states, territories, and tribes understand the specific requirements included in this section of the ARP Act to identify opportunities for lead agencies to leverage these resources to build a better child care system and help more families afford child care over the next three years. It also reminds lead agencies of their legal obligations under federal civil rights laws to provide equal access to child care programs, services, and activities. The guidance included in this IM only applies to Section 2201 of the ARP Act and does not extend to the other child care funding streams included in the ARP Act. While the guidance aims to cover the range of topics necessary for lead agencies to begin administering the funds, it is not exhaustive. OCC will issue supplemental guidance and frequently asked questions throughout the life of the grant.

Overview

Child care is essential to our children, our families, and our communities. Yet, chronic underfunding has led to a child care system of uneven quality that is unaffordable and inaccessible for many families. The COVID-19 public health emergency highlighted and exacerbated the fragility of the child care system and the urgent need for resources and reforms. Even before the pandemic, child care businesses typically operated at very slim profit margins. Most parents can't afford the true cost of care so child care businesses can only operate by paying low wages to staff. As a result, there is not enough child care available for families in many communities and child care workers are among the [most underpaid workers in the country](#).

Low payment rates and compensation for child care providers undermines every aspect of the child care sector and fosters large inequities within the system, making it particularly difficult for families of color and parents with low-incomes to have equal access to child care options, as required by the CCDBG Act. Low rates make it difficult to recruit and retain a skilled workforce. They lead to higher staff turnover, which lessens the quality of care, increases business expenses, and means the majority of child care providers do not earn enough to make a living wage. It also perpetuates gender and racial inequities in the workforce, given that child care workers are disproportionately women of color. It is difficult for child care providers to operate in many communities where parents are paid low wages. Limited financial resources undercut the stability of the child care sector, which is overwhelmingly small businesses owned by women and disproportionately owned by women of color.

One in six child care jobs have been lost during the pandemic, and even before the pandemic, annual turnover rates for child care workers were high – at around 30 percent ([Porter 2012](#); [Caven, et al. 2021](#)). The inability of providers to recruit

² Throughout this guidance, the funds provided at 2201 of the ARP Act are referred to either as ARP CCDF Discretionary funds or the “supplemental” funds.

and retain a high-quality workforce disrupts the stable relationships between children and providers that is important to child development and wellbeing. For example, the quality of the classroom environment and interactions between teachers and students are linked to children's school readiness skills ([Hatfield et al, 2016](#)), and higher compensation for the child care workforce is associated with better quality literacy environments ([Phillips et al. 2003](#)). Moreover, [nearly half](#) of child care workers rely on public income supports, and child care workers experiencing economic stress have a more difficult time fully engaging with children and offering a quality learning experience ([Schlieber and McLean 2020](#)).

The lack of child care options costs the U.S. economy billions of dollars each year in lost earnings, productivity, and revenue. In response to the urgent need to address meaningfully these system failures exacerbated by the COVID-19 public health emergency, the ARP Act included nearly \$15 billion in supplemental CCDF Discretionary funds. Together with the ARP Act stabilization grants, this is an important opportunity for states, territories, and tribes to address the child care crisis and rebuild toward a stronger system that allows parents equal access to high quality child care, supports the developmental and learning needs of children, meets parents' employment needs and child care preferences, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. OCC strongly recommends that lead agencies focus resources to invest in child care in ways that strengthen the child care system and ensure that families have equal access to quality, affordable child care to support them during and after the pandemic.

OCC strongly recommends that lead agencies prioritize increasing provider payment rates and workforce compensation so that child care providers can retain a skilled workforce and deliver higher-quality care to children receiving subsidies. Using these funds to increase compensation will improve care quality, give parents a wider range of options from which to choose, boost wages for a chronically underpaid workforce, and better support the small businesses that comprise the child care sector. Many lead agencies will need to make progress to meet equal access requirements in the CCDBG Act. Secondly, lead agencies should implement policies that will build the supply of child care in low-income communities, especially for historically underserved populations and provide child care assistance to families who have lost employment or income during the pandemic.

The ARP Act requires lead agencies to use these supplemental funds to carry out the program authorized under section 658C of the CCDBG Act (42 U.S.C. 9858a). Lead agencies have until September 30, 2023 to obligate the funds. These funds are not subject to the minimum quality set-asides required under the CCDBG Act and are not subject to the requirement in section 658E(c)(3)(E)(ii) (42 U.S.C. 9858c(c)(3)(E)(ii)) in regard to the percentage that must be spent on

direct services. In addition, there is a limited exception that allows funds to be used to support child care assistance for children of workers deemed essential during the response to the pandemic, regardless of income.

The supplemental CCDF Discretionary grant funding in the ARP Act is in addition to the Fiscal Year (FY) 2021 appropriations levels and is meant to supplement, not supplant, other federal, state, and local public funds expended to provide child care services for eligible individuals. The ARP CCDF Discretionary funds were awarded to CCDF lead agencies, as defined in the CCDBG Act, using the formula used to award CCDF Discretionary funding. Lead agencies did not have to apply for these funds.

States: The ARP CCDF Discretionary grants to states were allocated in the same manner as CCDF Discretionary funds are allocated to states, including the District of Columbia and Puerto Rico, based on a statutory formula that considers three factors: the number of children under age 5, the number of children qualifying for school lunch programs, and per capita income. States received \$14,465,350,000 for supplemental grants under the ARP Act on April 15, 2021.

Territories: The CCDBG Act establishes the allocation for territories at up to ½ of 1 percent of the Discretionary allocation. Territories include American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, and the U.S. Virgin Islands. In the same manner as CCDF Discretionary funds are allocated to territories, funding for ARP Discretionary grants was allocated among the territories based on a formula that considers the number of children under age 5 and per capita income. Territories received \$74,950,000 for supplemental grants under the ARP Act on April 15, 2021.

Tribes: The CCDBG Act sets a statutory funding level of at least 2 percent of Discretionary funds for tribal lead agencies. The Secretary has flexibility to set a higher level provided certain conditions are met. The Secretary has set the tribal set-aside for Discretionary funds appropriated under the ARP Act at 3 percent. In the same manner as CCDF Discretionary funds are allocated to tribes, funding for supplemental grants was allocated among tribal lead agencies based on child counts. Tribal lead agencies were appropriated \$449,700,000 for ARP CCDF Discretionary grants under the ARP Act on April 15, 2021.

Exemptions from Requirements on the Proportion of Funds Spent on Quality Activities and Direct Services

Supplemental CCDF Discretionary grant funds appropriated under the ARP Act are exempt from certain spending requirements contained in the CCDBG Act. First, these CCDF supplemental funds do not require the quality improvement set aside (9 percent for states and territories, 8 percent for tribes, and an additional 3 percent targeting infants and toddlers (section 658G, 42 U.S.C.

9858e, 45 CFR 98.83(g)). Second, the ARP Act does not require lead agencies to use at least 70 percent of the remaining funds after quality and administration for direct services (section 658E(c)(3)(E), 42 U.S.C. 9858c(c)(3)(E)).

This means lead agencies have full discretion to determine how much of the supplemental funds will be spent on quality activities and how much will be spent on direct services. While these exemptions change the requirement to spend a minimum percentage of total expenditures on quality activities and direct services, they do not change the allowable uses of funds for each spending category. States, territories, and tribes that opt to use less than the minimum percentages required by the CCDBG Act are not required to submit an amendment to their approved CCDF Plan or request a CCDBG waiver.

Allowable CCDF Activities and Administrative Cost Cap

The supplemental funds in the ARP Act are an unprecedented opportunity to expand access to high-quality child care and move toward a more equitable child care system. The system should meet the developmental needs of children, provide parents with true choice and equal access to child care services that best suits their family's needs, appropriately compensate an essential and skilled workforce, and facilitate a robust child care sector. Lead agencies are strongly encouraged to use funds in a manner that will work toward each of these goals and thereby build stronger and more equitable high-quality child care systems for America's families.

Lead agencies may use supplemental funds for any activities allowable under the CCDBG Act and CCDF regulations. These activities are not restricted to responding to the COVID-19 public health emergency. Funds must be spent to carry out the program authorized under section 658C of the CCDBG Act (42 U.S.C. 9858a). The regular CCDF administrative cost cap (5 percent for states and territories and 15 percent for tribes) does apply but applies to the aggregate amount of CCDF funds, including these supplemental funds (section 658E(c)(3)(C), 42 U.S.C. 9858c(c)(3)(C), 45 CFR 98.83(i)). In this summary, the allowable uses of funds for the supplemental grant are the same as for regular CCDF funds, except that: (1) there is no minimum spending requirement for quality activities; (2) there is no minimum spending requirements for direct services; (3) there is a limited income eligibility exemption for workers deemed essential during the response to coronavirus by public officials (described elsewhere in this guidance); and, (4) the administrative cost limit still applies to the aggregate amount of both regular and ARP Act CCDF Discretionary supplemental funds.

Expanding Access to High-Quality Child Care

Lead agencies are strongly encouraged to use these funds together with annual CCDF funds to provide child care assistance in a manner that is strategically

designed to support a system of high-quality child care. Improving access to high-quality child care is vital to children's development and wellbeing, and it cannot be accomplished without addressing provider payment rates and workforce compensation. Therefore, lead agencies are strongly encouraged to prioritize expenditures for:

- Increasing provider payments;
- Improving payment policies;
- Increasing wages for early educators and family child care providers; and
- Building the supply of child care for underserved populations.

Increasing Provider Payments

Most lead agencies are not paying providers a rate that covers the true cost of quality care. To address low subsidy rates, OCC strongly recommends that lead agencies use these funds in combination with annual CCDF funding to take two critical steps:

First, lead agencies should significantly increase provider payment rates as measured by their market rate survey (or approved alternative methodology) and informed by additional information on provider operating costs. It will be difficult for most lead agencies to meet the equal access requirement of the CCDBG Act without significant increases to payment rates. Though the need to provide subsidies to more families is great, lead agencies with low payment rates are strongly encouraged to prioritize increasing rates. As of September 2020, the vast majority of states had provider payment rates that fell below the 75th percentile of their market rate survey. Lead agencies are reminded the CCDBG Act requires that payment rates are sufficient to ensure equal access for eligible children to child care services comparable to those provided to children whose parents are not eligible to receive assistance under the Act. Lead agencies are further reminded that the CCDF state plan that is due in July 2021 will require a summary of the data and facts relied on to determine that its payment rates ensure equal access. OCC intends to carefully consider whether the lead agency's CCDF state plan includes sufficient clarity and data on how it intends to meet this statutory requirement.

Second, lead agencies are encouraged to use funds to conduct cost of quality studies and use cost information (which may be based on the narrow cost analysis) as part of their overall strategy to set payment rates at the levels necessary to cover the actual cost of operating a quality child care program. Market rates are more reflective of what parents can afford to pay than what it costs to deliver high-quality care. As a result, the historic approach of using market rates as the sole basis for subsidy payments reduces parent choice and access to care, undermines program quality important to child development, leads to an insufficient supply of care, produces an underpaid workforce, creates an unstable sector, and undercuts the employment of working parents. Thus, lead agencies are strongly encouraged to use these funds to implement policies

that move away from the current market rate structure and toward payment policies that reflect the cost of providing care. Lead agencies may use the [Provider Cost of Quality Calculator](#) or similar model to help estimate these costs. Lead agencies are reminded that advance approval from the Administration for Children and Families (ACF) is required in order to conduct an alternative methodology instead of a market rate study.

Improving Payment Policies

OCC encourages lead agencies to use these supplemental funds to expand their use of grants or contracts to provide direct child care services. This funding structure stabilizes child care providers, improves quality, and reduces bureaucracy for small businesses. Grants and contracts for direct services go directly to the child care provider and may fund a few slots or even an entire classroom. Grants or contracts provide a more predictable funding stream for child care providers and help build the supply of child care in underserved areas or for underserved populations, such as infants and toddlers, children in rural areas or low-income neighborhoods, dual language learners, children with disabilities, and children who need child care during non-traditional hours.

OCC also recommends that lead agencies adopt policies to stabilize child care providers by paying based on enrollment and delinking provider subsidy payments from a child's absence or from a provider's closure due to COVID-19. Staffing and facilities are fixed costs of running a child care program and are based on expected enrollment not daily attendance. Lead agencies are encouraged to use these funds in a manner that aligns with the true cost of providing care. Under existing CCDF regulations, lead agencies may pay CCDF subsidies based on a child's enrollment in a program rather than attendance (45 CFR 98.45(l)(2)(i)). The statutory requirement at section 658E(c)(2)(S)(ii) of the CCDBG Act (42 U.S.C. 9858c(c)(2)(S)(ii)) requires lead agencies to support the fixed costs of providing child care services by delinking subsidy payments from an eligible child's occasional absences due to holidays or unforeseen circumstances such as illness, to the extent practicable.

Increasing Wages for Child Care Providers

Raising wages for child care workers has a broad range of benefits—advancing equity for women, particularly women of color, lifting families out of poverty, boosting the broader economy, increasing women's labor force participation, and improving outcomes for children. Despite their critical role in the well-being of children and the strength of our economy, child care workers are among the lowest paid, with [half of workers](#) earning below the poverty line for a family of four and unable to [make ends meet](#) in their states. Low wages in the sector are [often cited](#) as a cause of stress and economic insecurity among providers and the reason for high staff turnover. This high turnover can have a direct impact on access for parents. When child care is inaccessible and/or unaffordable it leads to a [decrease in labor force participation rates](#) of women.

High staff turnover rates also pose a major challenge to a provider's ability to create a high quality child care environment. High turnover at child care programs interferes with children's learning and their ability to form strong attachment bonds with their child care staff, impacting their behavior and development. Losing skilled child care staff to better paying jobs in other sectors is a common challenge for providers that undermines their business operations.

OCC encourages lead agencies to increase compensation for the workforce to improve the quality of care, reduce turnover, increase professionalization, and promote a fairer wage for an underpaid and undervalued workforce. Lead agencies are encouraged to develop a wage ladder that sets a floor for a living wage of at least \$15 per hour with increasing pay for additional experience and credentials. In addition, lead agencies are encouraged to improve access to benefits such as health insurance.

To ensure the funds reach child care staff, lead agencies can use the terms and conditions of grants and contracts to require providers to use the funds to pay higher salaries and wages. Lead agencies can also provide bonuses or wage supplements directly to the early childhood workforce. Efforts to increase wages for the child care sector should include family child care providers who are often among the lowest paid child care providers.

To further support the workforce, lead agencies may also want to allocate funds for scholarships or the direct provision of additional training or credentials, including apprenticeships and on-the-job coaching, which research has shown to have positive effects on the quality of child care.

Building the Supply of Child Care for Underserved Populations

Lead agencies are strongly encouraged to use supplemental funds in ways that will build the supply of licensed child care for underserved populations. Even before the pandemic, many communities lacked licensed child care centers and family child care homes. Since the onset of the COVID-19 public health emergency, many child care providers have had to close their doors. OCC recommends that lead agencies allocate a portion of the supplemental funds to rebuilding the supply of child care, focusing particularly on low-income communities with an undersupply of child care. Even in areas with a relatively higher child care supply, infant and toddler child care and care during non-traditional work hours can be sparse and warrants particular attention.

There are several strategies that lead agencies can take to build the supply of licensed child care (including family child care). These strategies include: funding staffed family child care networks, providing grants to cover the startup costs for new child care providers, using grants and contracts to provide a stable source of funding for operating costs, providing bonuses for providers in underserved areas, and supporting unlicensed child care providers to become

licensed. Lead agencies may also use supplemental funds to do outreach to providers who closed due to COVID-19 and help those providers with the costs associated with reopening.

In addition, lead agencies should examine opportunities to build the supply of child care for historically-underserved populations such as infants and toddlers, families with non-traditional work hours, rural communities, dual language learners, and children with disabilities. Family child care providers can often address families' needs in several areas, such as more flexible schedules and providing culturally and linguistically responsive care. Lead agencies should consider strategies to support the expansion of family child care and additional support for family child care providers as lead agencies build child care supply in underserved areas.

Some lead agencies do not license all types of child care, including small family child care homes and school-age programs in school facilities. These programs may be high-quality and play a critical role in meeting the needs of working families. Lead agencies should ensure that any legally-operating license-exempt programs are supported to meet health and safety and quality standards and are encouraged to expand licensing opportunities with the supplemental funds.

Many essential workers require child care during non-traditional hours. Lead agencies are encouraged to use supplemental funds in ways that will increase the child care options for parents that work non-traditional hours and/or have varying work schedules. Many families have work schedules that require them to work evenings, weekends, or overnight, or may have to work extended or multiple shifts. Finding child care that meets these types of scheduling needs can be extremely difficult. Parents must often rely on multiple child care arrangements that can be unstable and a significant burden to continually rearrange. As employment situations change during the pandemic, even more parents may need care during these non-traditional or extended hours. Lead agencies are encouraged to implement policies that will increase parents' access to these types of care such as expanding the use of contracts with child care providers that meet this need, payment structures that reflect the true cost of care, and providing financial incentives.

Parents of children with disabilities often report difficulty finding child care. Child care settings should be inclusive of children with disabilities and family members with disabilities. This includes ensuring that the child care program is physically accessible to children with disabilities, as well as accommodating other needs of children with disabilities so that they may fully participate in child care programs. Lead agencies are encouraged to use supplemental funds to support child care providers in making programs accessible, including minor renovations like installing railings and ramps to improve physical accessibility, and training staff and family child care providers on best practices for supporting children and family members with disabilities.

Lead agencies are also encouraged to use funds in ways that specifically improve access to licensed infant and toddler child care. The gap between payment rates and cost of providing care for infants and toddlers is particularly problematic and is part of the reason infant and toddler care is so difficult for parents to access. Lead agencies are encouraged to specifically increase payment rates for infant and toddler care so that providers are more able to offer the care and parents are better able to access it.

Expanding Access to Child Care Assistance

The COVID-19 public health emergency and economic downturn have impacted families and children across the country, with many parents facing loss of income due to reduced hours or job loss, making it difficult to cover the high cost of the child care they need to find or maintain employment. ARP CCDF Discretionary supplemental funds are available to serve additional children and families with child care assistance. During the COVID-19 public health emergency, many families have experienced unemployment or left the workforce due to child care needs. Offering child care assistance to more families is critical to finding employment and rejoining the labor force. Lead agencies are encouraged to expand access to child care assistance by supporting families struggling to afford child care, providing subsidies for essential workers, and investing in data systems to ensure parents have up-to-date information about child care in their area. OCC recommends that lead agencies satisfy the equal access provision, ensuring that child care providers are paid at rates that increase access to child care while maximizing quality of available care. All lead agencies should ensure that they meet the equal access provision in CCDBG, and lead agencies with low payment rates must prioritize steps to address equal access.

Supporting Families Struggling to Afford Child Care or Facing Job Interruptions or Income Loss

Lead agencies are encouraged to use the supplemental funds to support families that may have lost employment or incomes due to COVID-19. Recommended strategies to support families that have been financially impacted by the COVID-19 pandemic are described below.

Waiving or reducing parent copayments

Lead agencies may adjust copayment amounts for families experiencing temporary or non-temporary job or income loss. Lead agencies may also use supplemental funds to waive and cover the cost of copays for a subpopulation of families, defined by the lead agency, without the need for a CCDBG waiver. However, lead agencies that elect to waive copayments for additional families will need to submit a CCDF Plan amendment if the new subpopulation is not included in their approved CCDF Plan. As copays go directly to child care providers, simply waiving them without paying for the family's share negatively impacts child care providers already operating on razor-thin margins. Lead

agencies are strongly encouraged to use supplemental funds to cover the portion of the child care cost ordinarily covered by copayments for sub-populations of affected families. As a reminder, lead agencies may use funds appropriated in the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (Public Law 116-260) to cover the portion of the child care cost ordinarily covered by copayments for all families without the need for a CCDBG waiver. See CCDF-ACF-IM-2021-01 for more information <https://www.acf.hhs.gov/occ/policy-guidance/ccdf-discretionary-funds-appropriated-crrsa-act-public-law-116-260-signed-law>.

Broadening the definition of qualifying activities

Lead agencies are also encouraged to consider whether broadening their definition of qualifying activities would improve the ability for parents to enter the workforce and remain gainfully employed. Strict definitions of qualifying activities imposed by lead agencies can lead to families losing access to child care assistance even though care is needed to maintain employment or job training. For example, lead agencies are encouraged to define employment to include a period of job search and account for fluctuations in work schedules as businesses open and close due to disruptions related to COVID-19 and the economy. Information on how to submit a CCDF Plan amendment is discussed below.

Broadening the income eligibility threshold

The high price of care is a significant financial burden to most families, and many families cannot afford it without assistance. Most lead agencies have set income eligibility well below the federal threshold of 85 percent of state median income (SMI) allowed by the CCDBG Act and yet are still unable to provide child care assistance to all families eligible based on the lower lead agency threshold because of insufficient resources. These supplemental funds help address this issue and should be used to assist more families. Lead agencies who have set their income eligibility requirements lower than 85 percent of SMI are also encouraged to consider expanding their income eligibility threshold.

OCC reminds lead agencies that families receiving a child care subsidy are eligible to receive a child care subsidy for at least 12 months, regardless of temporary changes in employment, and the co-payment cannot increase during this timeframe (45 CFR 98.21(a)). In addition, OCC recommends that lead agencies establish or revisit their approach to income eligibility policies to ensure that families do not lose child care assistance altogether when they experience fluctuations in employment or wage increases that do not result in a permanent increase in income to above the 85% SMI threshold. Lead agencies are reminded that income is allowed to temporarily go above 85 percent SMI without affecting the family's eligibility. The pandemic has introduced even more uncertainty into wages and schedules for workers paid a low wage, warranting a re-examination of policies that take a graduated approach to income thresholds and copayments to avoid the so-called "child care cliff."

Updating policies to reflect modern labor force conditions

OCC strongly recommends that lead agencies consider the working conditions that characterize low wage work and current conditions for unemployed workers when determining subsidy policies. Policies that may be more responsive to these needs include allowing workers to qualify for child care assistance and enroll while they search for employment, facilitating part-time child care options (without financially penalizing child care providers who often incur the same costs whether the child is enrolled on a part-time or full-time basis), and aligning the income verification process with other programs. Many workers have lost their jobs in the last year or are experiencing fluctuations in work hours as businesses are closed or operating on a reduced schedule. Eligibility policies must recognize and account for this reality so that families do not face barriers to securing child care assistance.

Child Care Assistance for Essential Workers

The ARP Act creates a limited exception to the definition of eligible child for the purposes of the supplemental grant funds. Lead agencies are allowed to use the supplemental grant funds to provide child care assistance to health care sector employees, emergency responders, sanitation workers, and other workers deemed essential during the response to coronavirus by public officials, without regard to the income eligibility requirements in section 658P(4)(B) of the CCDBG Act (42 U.S.C. 9858n(4)(B)). Lead agencies have the discretion to determine which essential workers are deemed essential for the purposes of this income exemption and may provide CCDF subsidies to essential workers whose income exceeds 85 percent of SMI. This flexibility is not limited to only during the official public health emergency declaration. Therefore, lead agencies may provide CCDF subsidies to essential workers whose income exceeds 85 percent of SMI throughout the grant period. However, lead agencies should prioritize child care assistance for income-eligible essential workers.

Lead agencies should consider policies to support essential workers, such as provisions to build the supply of child care during non-traditional hours described above. Many essential workers must report to work in the evenings and on weekends when child care is scarce.

The ARP Act does not waive the 12-month minimum eligibility determination or the family asset limit required by section 658P(4)(b) of the CCDBG Act, so this requirement remains in effect. OCC strongly encourages lead agencies to target resources to essential workers with low- or middle-incomes. Lead agencies must submit a CCDF Plan amendment if they do not currently have one approved related to providing subsidies to essential workers with incomes above 85 percent of SMI. Information on how to submit a CCDF Plan amendment is discussed below.

Data Systems to Support Equitable Access to Child Care

Expanding access to child care also means making information on child care more readily available to families and collecting the data needed to assess equitable access to child care. Modernizing and maintaining systems are allowable uses of the ARP supplemental funds, and do not count against the limit on administrative expenditures. Lead agencies should strongly consider technology upgrades and data governance improvements to provide more transparent and updated information to parents, such as the location and type of child care providers near them, availability and cost of child care slots, and how to access child care assistance. Accurate data collection can also inform lead agency policies and practices, including analysis to determine whether policies result in an equitable distribution of resources for families and child care providers. Outdated data collection can impede the collection of timely and accurate information from providers and families and children served. Lead agencies with such systems are strongly encouraged to upgrade with the objective of engaging providers and families in real-time.

Mental Health Supports

During the COVID-19 public health emergency, child care staff and family child care providers, families, and children have experienced trauma and stress that impacts mental health. Some children will return to child care centers or family child care homes after an extended period at home and will need support to acclimate to a new environment. Lead agencies are encouraged to invest in mental health supports for child care providers and children, including resources providers can use to help parents support their child's mental and behavioral health. This can include supporting Infant and Early Childhood Mental Health Consultants, connecting families with mental health resources, training early educators, and family child care providers on trauma-informed care, trainings for child care providers and parents to establish joint approaches to mental and behavioral health, and providing onsite services for children and staff. OCC has resources to support social and emotional wellness of children available at <https://childcareta.acf.hhs.gov/resource-guide-developing-integrated-strategies-support-social-and-emotional-wellness-children>.

Outreach on the Availability of Child Care Assistance

The ARP Act supplemental funds provide an opportunity to assist many families and providers who have not previously participated in the child care subsidy system. Therefore, lead agencies are strongly encouraged to use some of these funds for outreach activities, including those required at 45 CFR 98.33, as well as publicizing stabilization subgrants, bonuses and scholarships, and other financial supports for child care providers. To accomplish this outreach, the funds may also be used to fund partners and organizations trusted by families and child care providers, including professional organizations, family child care networks, culturally relevant organizations, unions, and child care resource and

referral agencies. Lead agencies should pay particular attention in their outreach to providers representing and working with underserved constituencies. Lead agencies should make sure any outreach materials are widely available in multiple languages, accessible to persons with disabilities, and written in plain language. Additional resources on using plain language are available at <https://www.plainlanguage.gov/>.

Supporting Vaccination

Parents may need additional hours of child care during the time they are receiving or recovering from a COVID-19 vaccine. Lead agencies may use the supplemental funds to provide bonuses or other financial incentives to child care providers who choose to stay open extra hours or provide care on the weekends so that parents can be vaccinated.

The ARP Act supplemental funds may also be used to support child care providers in accessing COVID-19 vaccines. For example, lead agencies may provide stipends to child care providers to cover the cost of transportation to vaccine sites and paid time off to receive the vaccine and recovery from any side effects.

Some child care businesses may qualify for tax credits to support paid sick leave while they receive a vaccine and recover from any side effects. Additional information is available at: <https://www.irs.gov/coronavirus/employer-tax-credits>.

Non-Supplantation Requirement

The ARP Act requires these supplemental funds be used to supplement, not supplant, federal, state, and local public funds expended to provide child care services for eligible individuals. The non-supplantation requirement also applies to territorial and tribal grantees. As this provision applies to federal funds, lead agencies may not supplant Temporary Assistance for Needy Families (TANF) funding used to pay for child care services, either directly or transferred to CCDF, or Social Services Block Grant (SSBG) funds used for child care. This means that lead agencies that spent TANF (either directly or transferred to CCDF) and SSBG for direct child care services in FY 2020 must spend the same amount in FY 2021-2024, unless a lead agency submits an accepted explanation for why a decrease in spending may not be supplantation. ACF oversight of this requirement will be consistent with monitoring, noncompliance, and complaint policies outlined in Subpart J of CCDF regulations. Additionally, lead agencies are subject to audit requirements at 45 CFR 98.65 of CCDF regulations.

ACF will consider a state, territory, or tribe to have satisfied the “supplement not supplant” requirement if the state, territory, or tribe has not made administrative or legislative changes to reduce the amount of federal, state, or local funds

expended to provide child care services for eligible individuals below the amount that would have been spent under state, territory, or tribal law and policies in place on the date of enactment of the ARP Act (March 11, 2021). If federal, state, or local funds for child care assistance fall below this amount, ACF will presume that such decrease constitutes supplantation, unless the state, territory, or tribe can demonstrate that the reduction was unrelated to the availability of additional federal funds included in the ARP Act (e.g., states that made legislative or policy changes prior to the enactment of the ARP Act, but implemented these changes after March 11, 2021 are not considered to have violated the non-supplantation requirement). In addition, any reduction in drawing down CCDF federal matching funds due to a cut in state spending on Maintenance of Effort (MOE) or state match will trigger a presumption of supplantation. States, territories, or tribes wishing to propose an alternative rationale demonstrating compliance with the non-supplantation requirement, including instances where TANF and SSBG spending declined, should submit a detailed justification in writing via email to the OCC regional program manager.

Making Changes to CCDF Plans and Policies

Because ARP CCDF Discretionary funds are supplemental CCDF Discretionary funds, lead agencies must follow CCDF rules associated with CCDF Plan amendments. When considering changes to CCDF policies and program requirements related to implementing section 2201 of the ARP Act, CCDF lead agencies making changes to state, territory, or tribal program policies may need to amend their approved CCDF Plan. A CCDF Plan amendment is required for any substantial program change (e.g., change in eligibility, rates, copays, etc.). Changes based on the additional flexibilities allowed by section 2201 of the ARP Act that may require a CCDF Plan amendment if not already part of the approved CCDF Plan include serving essential workers with incomes about 85 percent SMI. A Plan amendment is required within 60 days of the effective date of the requirement; lead agencies may proceed with implementing the program change and subsequently submit the amendment up to 60 days following the effective date.

As a reminder, states and territories that choose to make CCDF programmatic changes that are effective prior to October 1, 2021 will need to file an amendment to their approved FY 2019-2021 CCDF Plan. For policies that will be in effect after October 1, 2021, states and territories should include the new programmatic changes in their CCDF Plans due on July 1, 2021.

Lead agencies are reminded that current approved waivers for extraordinary circumstances expire on September 30, 2021.

CCDF Plan amendments approved prior to receiving the ARP Act funds remain in effect and apply to the supplemental funds. Therefore, new amendments are not required.

Lead agencies can access additional information about submitting Plan amendments in response to COVID-19 at the OCC website for COVID-19 resources, <https://www.acf.hhs.gov/occ/resource/occcovid-19-resources>.

Important Dates for Obligating and Liquidating Funds

The ARP Act provides this supplemental funding to states for the purposes of carrying out the program authorized under section 658C of the CCDBG Act (42 U.S.C. 9858a), with the three spending exemptions noted in this guidance. Given the urgent need to expand access to child care assistance to more income-eligible families and improve the quality and availability of child care through increased wages and benefits to child care providers and other policies, lead agencies are strongly encouraged to obligate and liquidate these funds in a timely manner while also being deliberate with distribution to ensure funds are used in a manner that will improve the lives of children and families.

Key Dates for ARP CCDF Discretionary funds:

- April 1, 2023 – Notify ACF of the amount of any ARP CCDF Discretionary funds that cannot be obligated by September 30, 2023. Identified funds will be recaptured by ACF and reallocated to other lead agencies.
- September 30, 2023 - All supplemental funds must be obligated by states, territories, and tribes.
- September 30, 2024 – All supplemental funds must be liquidated by states, territories, and tribes.

Section 2201(a) of the ARP Act requires CCDF Discretionary supplemental funds to be obligated in FY 2021 or the succeeding two fiscal years. In other words, lead agencies must obligate supplemental funds by September 30, 2023. The ARP Act is silent on liquidation deadlines for the child care supplemental funds. Therefore, CCDF Discretionary liquidation periods at 45 CFR 98.60(d)(1) apply. Lead agencies have until September 30, 2024, to liquidate the funds.

OCC looks forward to partnering with lead agencies to expedite resources to prevent further child care closures and address the financial needs facing families in line with the President's Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers issued on January 21, 2021 (available at <https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/21/executive-order-supporting-the-reopening-and-continuing-operation-of-schools-and-early-childhood-education-providers/>).

Reallotment of Supplemental Funds

State and tribal lead agencies must notify ACF by April 1, 2023, if they will be unable to obligate any part of their ARP CCDF Discretionary Supplemental

Funding allotment by September 30, 2023.³ In accordance with 45 CFR 98.64, in most cases, unobligated state funds identified by the April 1 deadline will be reallocated to other states in proportion to their original allotments, and any unobligated tribal funds will be reallocated to other tribes.⁴ To be eligible to receive reallocated funds, states must indicate their interest on their ACF-696 quarterly report due April 30, 2023 and tribes must indicate their interest on their ACF-696T annual report due December 29, 2022.

Reporting and Monitoring

Although ARP CCDF Discretionary funding is supplemental to lead agencies' regular FY 2021 CCDF funding, it must be tracked and accounted for separately to ensure compliance with specific requirements and authorities provided by the section 2201 of the ARP Act.

OCC is still determining reporting requirements around the supplemental funds.⁵ As with other funding streams, lead agencies should track spending of these funds separately and be prepared to report on obligations and liquidations and spending direct services, quality activities, and administrative costs through the ACF-696 or ACF-696T (45 CFR 98.65(g) and (i)).

OCC may seek approval to request more frequent information from lead agencies, such as estimates of the number of children served and progress toward goals. Lead agencies should be tracking and prepared to share this information.

Nondiscrimination Requirements

All recipients of U.S. Department of Health and Human Services federal financial assistance and state and local government entities must comply with their legal obligation under federal nondiscrimination laws and regulations to provide equal access to child care programs, services, and activities. These laws protect individuals from unlawful discrimination on the basis of race, color, national origin, disability, age, and, in some circumstances, religion, sex, sexual orientation or gender identity.

³ The CCDBG Act at section 658(O)(f) defines "state" for the purposes of reallocation as "only the 50 states, District of Columbia, and the Commonwealth of Puerto Rico." (42 U.S.C. 9858m(f)). Therefore, territories are not eligible for reallocation of the ARP CCDF Discretionary funds.

⁴ 45 C.F.R. 98.64(b)(2)(ii) says that funds will not be reallocated (but will instead revert to the federal government) if the amount available for reallocation is less than \$25,000.

⁵ ACF may seek to update the following information collections: ACF-218 Quality Progress Report (OMB Control Number 0970-0517; ACF-696 CCDF Financial Reporting Form for States and Territories (OMB Control Number 0970-0510); ACF-696T CCDF Financial Reporting Form for Tribes (OMB Control Number 0970-0510); and, ACF-800 CCDF Annual Aggregate Report (OMB Control Number 0970-0150).

Resources:

- OCC has been helping state, territory, and tribal lead agencies to understand new and existing CCDF flexibilities and funding streams through guidance, webinars, Frequently Asked Questions, and other resources available on the OCC website:
<https://www.acf.hhs.gov/occ/resource/occcovid-19-resources>.
- Updated guidance from CDC for child care programs that remain open during the public health emergency is available at:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>.

Questions:

Direct inquiries to the Child Care Program Manager in the appropriate Office of Child Care Regional Office. Contact information for Regional Offices can be found at <https://www.acf.hhs.gov/occ/resource/regional-child-care-programmanagers>.

Ruth Friedman, Ph.D.
Director
Office of Child Care



Child Care Stabilization Grant Application

Child Care Center Name:	Location Address:	Mailing Address (if different)
Tribal and/or State Licensing or other Identifying Number:	<input type="checkbox"/> Licensed <input type="checkbox"/> License exempt <input type="checkbox"/> Approved <input type="checkbox"/> Certified <input type="checkbox"/> Registered <input type="checkbox"/> Regulated	Employer Identification Number or Taxpayer Identification or DUNS Number:
Operator/Center Director Name:	Operator/Center Director Contact Email:	Phone Number: Alternate Number:
Operator/Center Director Race: <input type="checkbox"/> American Indian/Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Multiracial	Operator/Center Director Ethnicity: <input type="checkbox"/> Latino <input type="checkbox"/> Not Latino	Operator/Center Director Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-binary

What type of program do you operate? Select all that apply:

- ☐ Child Care Center
- ☐ State Prekindergarten
- ☐ Head Start
- ☐ Early Head Start
- ☐ School-Age Site (before or after-school care, summer camp, language or culture camp)
- ☐ Faith Based
- ☐ Other (explain)
-

Was your program licensed/registered/certified/regulated on or before March 11, 2021?

- ☐ Yes
- ☐ No

OR

Does your program meet Child Care and Development Fund health and safety requirements, including the completion of comprehensive background checks?

- ☐ Yes
- ☐ No

What is the current status of your program?

- ☐ Open
- ☐ Temporarily closed due to public health, financial hardship, or other reasons relating to the coronavirus disease 2019 (COVID-19) public health emergency. Please give details about the temporary closure and planned date to reopen:

What is the maximum licensed, identified, or approved capacity of your program?

Days of operation:

Hours of operation:

What is your current average enrollment by age? Infant: _____ Toddler: _____ Preschool: _____ School Age: _____ Total: _____	Of the children enrolled, how many are funded by the following programs? Tribal CCDF: _____ State CCDF: _____ Early Head Start: _____ Head Start: _____ State Prekindergarten: _____ Other (please list): _____ Total: _____
In January 2020, before COVID-19, what was your average enrollment by age? Infant: _____ Toddler: _____ Preschool: _____ School Age: _____ Total: _____	
Provider Statement: My estimated current monthly expenses are \$ _____	

Please indicate if you plan to use funds for any expenditures before March 11, 2021: Yes ☐ No ☐

<p>Subgrant funds may only be used for one or more of the purposes below. Please indicate which categories you will support with the funding received from the subgrant:</p> <p><input type="checkbox"/> Personnel costs, benefits, premium pay, and recruitment and retention.</p> <p><input type="checkbox"/> Rent or mortgage payments, utilities, facility maintenance and improvements, or insurance.</p> <p><input type="checkbox"/> Personal protective equipment, cleaning and sanitation supplies and services, or training and professional development related to health and safety practices.</p> <p><input type="checkbox"/> Goods or services necessary to maintain or resume child care services.</p> <p><input type="checkbox"/> Purchases of, or updates to, equipment or technology needed to respond to COVID-19.</p> <p><input type="checkbox"/> Mental health supports for children and employees.</p>
--

Certification

To receive a stabilization grant, I agree to use the funds only for the categories and purposes indicated on this application and have marked above which categories I plan to fund. *Note: You can move funds between categories without prior approval.*

I also understand that it is my responsibility to maintain records and other documentation to support the use of funds I receive, as well as to document my compliance with the requirements described in A, B, and C.

By signing this application I am certifying that I will meet requirements throughout the period of the subgrant, including the following:

- A. When open and providing services, I will implement policies in line with guidance and orders from corresponding state, territorial, Tribal, and local authorities and, to the greatest extent possible, implement policies in line with guidance from the U.S. Centers for Disease Control and Prevention (CDC).
- B. For each employee (including lead teachers, aides, and any other staff who are employed by the child care provider to work in transportation, food preparation, or other type of service), I must continue paying at least the same amount of weekly wages and maintain the same benefits (such as health insurance and retirement) for the duration of the subgrant. I understand that I may not furlough employees from the date of application submission through the duration of the subgrant period.
- C. I will provide relief from copayments for the families enrolled in the child care program, to the extent possible, and prioritize such relief for families struggling to make either type of payment.

Provider Affirmation

The following signature affirms that I will adhere to the items noted in A, B, and C. it also affirms I will only use the funds in the areas noted in section 5 of this application.

Provider Signature

Date

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Consideration of Student Expulsion (EC Sec 48918(c) or 760030)
[Student #21-22-174; Resolution #21-22-011]

Meeting Date: January 13, 2022

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the Stipulated Expulsion of a student (EC Sec 48918(c) or 760030) [Student #21-22-174; Resolution #21-22-011]

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Actions by this student resulted in a recommendation for expulsion by the school.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 4: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

HISTORY *(list previous staff or board action(s) with dates if possible)*

This item was discussed in Closed Session at the Board meeting on January 13th, 2022.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no expenditure or revenue associated with this action.

WHO *(list the name of the contact person(s), job title, and site location)*

John Leonard, Director of Student Services

ATTACHMENTS:

Description

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Revised Mural Criteria and Parameters for Murals in Eureka City Schools

Meeting Date: January 13, 2022

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Board is asked to discuss, and possibly approved, the criteria and parameters for approving murals at school sites within the Eureka City Schools.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

There is ongoing interest and support by the student body for displaying murals that represent the diversity and voice of our school community.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 4: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

HISTORY *(list previous staff or board action(s) with dates if possible)*

This item was previously discussed by the Board on October 28, 2021 and November 18, 2021. On November 18, 2021, the Board voted to not allow future murals on ECS campuses. On December 9, 2021, Trustee Johnson requested this item be brought back to the Board, since she was unable to attend the November 18, 2021 meeting.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The cost of mounting and maintaining murals are not known at this time

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D., Superintendent

ATTACHMENTS:

Description

▢ Proposal (from November Board Meeting)

Mural Procedures in Eureka City Schools

Definition and Intent:

At Eureka City Schools, murals are a public display of art intended for viewing enjoyment and appreciation over an extended period of time. This art belongs to the entire school community. A mural does not always affect people the same way. Murals may produce different opinions and reactions but should not alienate any member of our community. The intent of murals in Eureka City Schools is to reflect our diverse community. Murals are encouraged to be of unique designs and styles. The artwork should be tasteful and transcend the boundaries of time.

General Requirements:

1. Mural designs at Eureka High School shall be **pre**-approved by the Inter Club Council. At other sites, mural designs shall be **pre**-approved by a committee composed of students, staff, and if appropriate, other members of the school community. Murals designed by clubs shall align with the club's motto or statement as well as align with the school's standards to keep students safe, responsible and respectful.
2. **Final** mural designs must be approved prior to starting the final mural work. At the secondary level, the mural design shall seek to encourage students' participation and future enrollment in clubs and **shall** explain through imagery, symbolism, and/or quotes what and who the club represents and what the club's message is.
3. Designs **shall** have an overall theme or themes that are reinforced by layout, images, and/or words.
4. Designs cannot represent a political standpoint, bias or affiliation, **and shall be designed to include all students and community.**
5. Designs cannot advertise, advocate, or symbolize any type of alcohol, drugs, tobacco, gambling, weapons, gang affiliations or acts that are illegal, violent, obscene, or hazardous.
6. Designs cannot actively discriminate, be offensive or degrading on the basis of race, gender, cultural, religious, or ethnic values.
7. **Each club shall be allowed a maximum of one mural at each site the club is active on.**

Date of Board approval: _____

Design and Mounting Requirements:

1. Murals must be painted on plywood panels and be able to be removed from wall mountings for building maintenance.
2. Plywood panel must be primed before painting. Mural grade acrylic paint should be used as well as a varnish layer for preservation and weather protection. For outdoor painted murals follow low VOC requirements.
3. The District's Maintenance Department will have jurisdiction over hanging and mounting murals.
4. Any mural not completed within one year of approval will be subject to removal.
5. Each school site shall have a designated area for murals.
6. No mural shall exceed 64 square feet in size (2 pieces of 4 x 8 plywood)

Long-Term Considerations:

1. If it is determined that a mural is deteriorating, there are two ways to go about addressing this issue:
 - a. At the secondary level, the original artist(s) or club may take on the task of restoring the mural.
 - b. The mural may be removed by the Maintenance Department. If a mural is removed an image of the mural should be archived along with the date of removal.

Date of Board approval: _____

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Resolution #21-22-010, A Resolution of the Board of Education of Eureka City Schools Authorizing the Issuance of the Eureka City Schools (Humboldt County, California) Election of 2020 General Obligation Bonds, Series 2022, and Actions Related Thereto

Meeting Date: January 13, 2022

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve Resolution #21-22-010, authorizing the issuance of Eureka City Schools (Humboldt County, California) General Obligation Bonds, Election of 2020, Series 2022 and related documents.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Approval of the resolution by the Board authorizes the issuance of the District's bonds and authorizes staff to execute necessary documents. In addition, approval of this resolution is required prior to the Preliminary Official Statement being distributed to the public.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 12: NEW AND MODERNIZED FACILITIES

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Governing Board approved Resolution 20-21-019, Entering Election Results into the Minutes at the October 27, 2020 meeting.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The District intends to issue its bonds (the "series 2022 bonds") in an aggregated principal amount not to exceed \$18,000,000.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services.

ATTACHMENTS:

Description

- ▣ Agenda
- ▣ Resolution
- ▣ Purchase Contract
- ▣ Bond Development Schedule
- ▣ DRAFT Preliminary Official Statement

Eureka City Schools

DATE: January 13, 2022

TO: Board of Education

FROM: Paul Ziegler, Assistant Superintendent, Business Services

RE: Resolution #21-22-010 - A RESOLUTION OF THE BOARD OF EDUCATION OF EUREKA CITY SCHOOLS AUTHORIZING THE ISSUANCE OF EUREKA CITY SCHOOLS (HUMBOLDT COUNTY, CALIFORNIA) ELECTION OF 2020 GENERAL OBLIGATION BONDS, SERIES 2022, AND ACTIONS RELATED THERETO

BACKGROUND

An election was held in Eureka City Schools (the “District”) on March 3, 2020, for the issuance and sale of general obligation bonds of the District for various purposes in the maximum amount of \$18,000,000 (“Measure T”). The District now desires to issue its first and only series of bonds under Measure T in an amount not-to-exceed \$18,000,000 (the “Bonds”). The Bonds are being authorized for sale for the purpose of providing funds to finance projects approved by Measure T and to pay the costs of issuing the Bonds.

(a) Bond Resolution. This Resolution authorizes the issuance of the Bonds, specifies the basic terms, parameters and forms of the Bonds, and approves the form of Purchase Contract and form of Preliminary Official Statement described below. In particular, Section 1 of the Resolution establishes the maximum aggregate initial principal amount of the Bonds to be issued (\$18,000,000). Section 4 of the Resolution states the maximum underwriter’s discount (0.50%) with respect to the Bonds, the maximum legal interest rate on the Bonds, and authorizes the Bonds to be sold at a negotiated sale to Stifel, Nicolaus & Company, Incorporated (the “Underwriter”). The Resolution authorizes the issuance of current interest bonds only; capital appreciation bonds are not authorized.

(b) Form of Purchase Contract. Pursuant to the Purchase Contract, the Underwriter will agree to buy the Bonds from the District. All the conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various parties. Upon the pricing of the Bonds, the final execution copy of the Purchase Contract will be prepared following this form.

(c) Form of Preliminary Official Statement. The Preliminary Official Statement (“POS”) is the offering document describing the Bonds which may be distributed to prospective purchasers of the Bonds. The POS discloses information with respect to among other things (i) the proposed uses of proceeds of the Bonds, (ii) the terms of the Bonds (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Bonds, if any, (iv) the security for repayment of the Bonds (the *ad valorem* property tax levy), (v) information with respect to the District’s tax base (upon which such *ad valorem* property taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure

with respect to the Bonds and the District, and (viii) absence of litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Bonds. Following the pricing of the Bonds, a final Official Statement for the Bonds will be prepared, substantially in the form of the POS.

(d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from any public agency issuing debt a covenant that such public agency will annually file “material financial information and operating data” with respect to such public agency through the web-based Electronic Municipal Market Access (“EMMA”) system maintained by the Municipal Securities Rulemaking Board (a federal agency that regulates “broker-dealers,” including investment bank firms that underwrite municipal obligations). This requirement is expected to be satisfied by the filing of the District’s audited financial statements and other operating information about the District, in the same manner the District has filed in connection with prior bond issuances.

FISCAL IMPACT

There is no fiscal impact to the General Fund resulting from the issuance of the Bonds.

RECOMMENDATION

Staff recommends approval of Resolution #21-22-010 - A RESOLUTION OF THE BOARD OF EDUCATION OF EUREKA CITY SCHOOLS AUTHORIZING THE ISSUANCE OF EUREKA CITY SCHOOLS (HUMBOLDT COUNTY, CALIFORNIA) ELECTION OF 2020 GENERAL OBLIGATION BONDS, SERIES 2022, AND ACTIONS RELATED THERETO

RESOLUTION NO. 21-22-010

A RESOLUTION OF THE BOARD OF EDUCATION OF EUREKA CITY SCHOOLS AUTHORIZING THE ISSUANCE OF EUREKA CITY SCHOOLS (HUMBOLDT COUNTY, CALIFORNIA) ELECTION OF 2020 GENERAL OBLIGATION BONDS, SERIES 2022, AND ACTIONS RELATED THERETO

WHEREAS, a duly called election was held in Eureka City Schools (the “District”), Humboldt County (the “County”), State of California on March 3, 2020 (the “Election”) and thereafter canvassed pursuant to law;

WHEREAS, at the Election there was submitted to and approved by the requisite fifty-five percent or more vote of the qualified and voting electors of the District a question as to the issuance and sale of general obligation bonds (the “Bonds”) of the District for the various purposes set forth in the ballot submitted to the voters, in the maximum principal amount of \$18,000,000 and payable from the levy of an *ad valorem* property tax against the taxable property in the District (the “Authorization”);

WHEREAS, at this time this Board of Education of the District (the “Board”) has determined that it is necessary and desirable to issue the first and final series of bonds under the Authorization in an aggregate principal amount not-to-exceed \$18,000,000, and to be styled as “Eureka City Schools (Humboldt County, California) Election of 2020 General Obligation Bonds, Series 2022” (the “Bonds”) for the purposes set forth in the Authorization;

WHEREAS, pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code (the “Government Code”), the Bonds are authorized to be issued by the District for the purposes set forth in the ballot submitted to the voters at the Election;

WHEREAS, this Board desires to authorize the issuance of the Bonds in one or more Series of Taxable Bonds or Tax-Exempt Bonds, and further as Current Interest Bonds (each defined herein);

WHEREAS, the District has not filed with nor received from the County Office of Education having jurisdiction over the District a qualified or negative certification in its most recent interim financial report pursuant to Education Code (the “Education Code”) Section 42131;

WHEREAS, pursuant to Government Code Section 5852.1, this Board has obtained from the Municipal Advisor (as defined herein) and disclosed herein, in a meeting open to the public, prior to authorization of the execution and delivery of the Bonds, good faith estimates of (a) the true interest cost of the Bonds, (b) the sum of all fees and charges paid to third parties with respect to the Bonds, (c) the amount of proceeds of the Bonds expected to be received net of the fees and charges paid to third parties and any reserves or capitalized interest paid or funded with proceeds of the Bonds, and (d) the sum total of all debt service payments to be evidenced by the Bonds calculated to the final payment date evidenced by the Bonds plus the fees and charges paid to third parties not paid with the proceeds of the Bonds;

WHEREAS, this Board desires to appoint certain professionals to provide services related to the issuance of the Bonds; and

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation

bonds of the District, and the indebtedness of the District, including this proposed issue of Bonds, is within all limits prescribed by law;

NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED BY THE BOARD OF EDUCATION OF EUREKA CITY SCHOOLS, AS FOLLOWS:

SECTION 1. Authorization for Issuance of the Bonds. To raise money for the purposes authorized by the voters of the District at the Election, and to pay all necessary legal, financial, engineering and contingent costs in connection therewith, the Board hereby authorizes the issuance of the Bonds pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code in one or more Series of Taxable Bonds or Tax-Exempt Bonds, and further as Current Interest Bonds, with appropriate series designation if more than one Series is issued, all as more fully set forth in the executed Purchase Contract (as defined herein). The Board further orders such Bonds sold such that the Bonds shall be dated as of a date to be determined by an Authorized Officer (as defined herein), shall be payable upon such terms and provisions as shall be set forth therein, shall mature on the dates and in the amounts set forth in the Official Statement (as defined herein), and shall be in an aggregate principal amount not-to-exceed \$18,000,000.

SECTION 2. Paying Agent. This Board hereby appoints the Paying Agent, as defined herein, to serve as the paying agent, bond registrar, transfer agent and authentication agent for the Bonds on behalf of the District. This Board hereby approves the payment of the reasonable fees and expenses of the Paying Agent as they shall become due and payable. The fees and expenses of the Paying Agent which are not paid as a cost of issuance of the Bonds may be paid in each year from *ad valorem* property taxes levied and collected for the payment thereof, insofar as permitted by law, including specifically by Education Code Section 15232.

SECTION 3. Terms and Conditions of Sale. The Bonds shall be sold upon the direction of the Superintendent, the Assistant Superintendent of Business Services, or such other officers or employees of the District as the Superintendent or the Assistant Superintendent of Business Services may designate (collectively, the “Authorized Officers”) and pursuant to such terms and conditions set forth in the Purchase Contract (defined herein). The Board hereby authorizes the sale of the Bonds at a negotiated sale, which is determined to provide more flexibility in the timing of the sale, an ability to implement the sale in a shorter time period, an increased ability to structure the Bonds to fit the needs of particular purchasers, and a greater opportunity for the Underwriter (as defined herein) to pre-market the Bonds to potential purchasers prior to the sale, all of which will contribute to the District’s goal of achieving the lowest overall cost of funds.

SECTION 4. Approval of Purchase Contract. The form of a contract for the purchase and sale of the Bonds (the “Purchase Contract”) by and between the District and the Underwriter, substantially in the form on file with the Secretary to the Board, is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed to execute and deliver such Purchase Contract, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that (i) the maximum interest rates on the Bonds shall not exceed the maximum rate permitted by law; and (ii) the underwriting discount on the Bonds, excluding original issue discount and reimbursable expenses of the Underwriter, shall not exceed 0.50% of the aggregate principal amount of Bonds actually issued. The Authorized Officers, each alone, are further authorized to determine the principal amount of the Bonds to be specified in the Purchase Contract for

sale by the District up to \$18,000,000 and to enter into and execute the Purchase Contract with the Underwriter, if the conditions set forth in this Resolution are satisfied.

SECTION 5. Certain Definitions. As used in this Resolution, the terms set forth below shall have the meanings ascribed to them (unless otherwise set forth in the Purchase Contract):

(a) **“Beneficial Owner”** means, when used with reference to book-entry Bonds registered pursuant to Section 6 hereof, the person who is considered the beneficial owner of such Bonds pursuant to the arrangements for book entry determination of ownership applicable to the Depository.

(b) **“Bond Insurer”** means any insurance company which issues a municipal bond insurance policy insuring the payment of principal of and interest on the Bonds.

(c) **“Bond Payment Date”** means, as applicable (and unless otherwise provided by the Purchase Contract), February 1 and August 1 of each year commencing on August 1, 2022 with respect to interest on the Bonds, and the stated maturity dates thereof with respect to payments of principal of the Bonds.

(d) **“Bond Register”** means the registration books which the Paying Agent shall keep or cause to be kept on which the registered ownership, transfer and exchange of Bonds shall be recorded.

(e) **“Code”** means the Internal Revenue Code of 1986, as amended. Reference to any particular section of the Code shall be deemed to be a reference to any successor to any such section.

(f) **“Continuing Disclosure Certificate”** means that certain contractual undertaking in connection with the issuance of the Bonds executed by the District pursuant to paragraph (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, dated as of the date of issuance of the Bonds, as amended from time to time in accordance with the provisions thereof.

(g) **“Current Interest Bonds”** means bonds, the interest on which is payable semiannually on each Bond Payment Date specified for each such Bond as designated and maturing in the years and in the amounts set forth in the Purchase Contract.

(h) **“Dated Date”** means the date of initial issuance and delivery of the Bonds, or such other date as shall appear in the Purchase Contract or Official Statement.

(i) **“Depository”** means the entity acting as securities depository for the Bonds pursuant to Section 6(c) hereof.

(j) **“DTC”** means The Depository Trust Company, New York, New York, a limited purpose trust company organized under the laws of the State of New York, in its capacity as the initial Depository for the Bonds.

(k) **“Holder” or “Owner”** means the registered owner of a Bond as set forth on the Bond Register maintained by the Paying Agent pursuant to Section 6 hereof.

(l) **“Information Services”** means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access System; or, such other services providing information with respect to called municipal obligations as the District may specify in writing to the Paying Agent or, in the absence of such a written designation, as the Paying Agent may select.

(m) **“Long Current Interest Bonds”** means Bonds that mature more than 30 years from the date of issuance thereof, but not more than 40 years.

(n) **“Moody’s”** means Moody’s Investors Service, Inc., a corporation organized and existing under the laws of the State of Delaware, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, such other nationally recognized securities rating agency designated by the District.

(o) **“Nominee”** means the nominee of the Depository, which may be the Depository, as determined from time to time pursuant to Section 6(c) hereof.

(p) **“Official Statement”** means the Official Statement for the Bonds, as described in Section 17 hereof.

(q) **“Outstanding”** means, when used with reference to the Bonds, as of any date, Bonds theretofore issued or thereupon being issued under this Resolution except:

(i) Bonds canceled at or prior to such date;

(ii) Bonds in lieu of or in substitution for which other Bonds shall have been delivered pursuant to Section 8 hereof; or

(iii) Bonds for the payment or redemption of which funds or Government Obligations in the necessary amount shall have been set aside (whether on or prior to the maturity or redemption date of such Bonds), in accordance with Section 19 of this Resolution.

(r) **“Participants”** means those broker-dealers, banks and other financial institutions from time to time for which the Depository holds book-entry certificates as securities depository.

(s) **“Paying Agent”** means initially U.S. Bank National Association, or such other Paying Agent as shall be named in the Purchase Contract or Official Statement, and afterwards any successor financial institution, serving as the authentication agent, bond registrar, transfer agent and paying agent for the Bonds.

(t) **“Permitted Investments”** means (i) any lawful investments permitted by of Government Code Section 16429.1 and 53601, (ii) shares in a California common law trust established pursuant to Title 1, Division 7, Chapter 5 of the Government Code which invests exclusively in investments permitted by Government Code Section 53635, but without regard to any limitations in such Section concerning the percentage of moneys available for investment being invested in a particular type of security, (iii) a guaranteed investment contract with a provider having a rating meeting the minimum rating requirements of the County investment pool maintained by the Treasurer, (iv) the Local Agency Investments Fund of the California State

Treasurer, (v) the County investment pool described above, and (vi) United States Treasury Securities, State and Local Government Series.

(u) **“Record Date”** means the close of business on the 15th day of the month preceding each Bond Payment Date.

(v) **“Series”** means any Bonds executed, authenticated and delivered pursuant to the provisions hereof identified as a separate Series of Bonds.

(w) **“S&P”** means S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, such other nationally recognized securities rating agency designated by the District.

(x) **“Taxable Bonds”** means any Bonds not issued as Tax-Exempt Bonds.

(y) **“Tax-Exempt Bonds”** means any Bonds the interest on which is excludable from gross income for federal income tax purposes and is not treated as an item of tax preference for purposes of calculating the federal alternative minimum tax, as further described in an opinion of Bond Counsel supplied to the original purchasers of such Bonds.

(z) **“Term Bonds”** means those Bonds for which mandatory redemption dates have been established in the Purchase Contract.

(aa) **“Transfer Amount”** means, for purposes of exchanging Outstanding Bonds pursuant to Section 8 hereof, the principal amount.

(bb) **“Treasurer”** means the Treasurer and Tax Collector of the County.

(cc) **“Underwriter”** means Stifel, Nicolaus & Company, Incorporated, as underwriter of the Bonds.

SECTION 6. Terms of the Bonds.

(a) **Denomination, Interest, Dated Dates and Terms.** The Bonds shall be issued as fully registered Current Interest Bonds registered as to both principal and interest, in denominations of \$5,000 principal amount or any integral multiple thereof. The Bonds shall bear interest at a rate or rates not in excess of that authorized at the Election. The Bonds will initially be registered in the name of “Cede & Co.,” as the Nominee of DTC.

Each Bond shall be dated as of the Dated Date, and shall bear interest at the rates set forth in the Purchase Contract or Official Statement, from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated during the period from the 16th day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from its Dated Date. Interest shall be payable on the respective Bond Payment Dates and shall be calculated on the basis of a 360-day year of twelve, 30-day months.

Notwithstanding any other provision herein, the ratio of total debt service to principal for each Series of Bonds shall not exceed four-to-one. To the extent the issuance of Bonds includes Long Current

Interest Bonds, the useful life of any facility financed with such Long Current Interest Bonds will equal or exceed the maturity of such Long Current Interest Bonds.

(b) Redemption.

(i) Terms of Redemption. The Bonds shall be subject to optional or mandatory sinking fund redemption prior to maturity as provided in the Purchase Contract or the Official Statement.

(ii) Selection of Bonds for Redemption. Whenever provision is made in this Resolution for the optional redemption of Bonds and less than all Outstanding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, shall select Bonds for redemption as directed by the District and if not so directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Bonds for redemption as directed by the District, and if not so directed by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that with respect to redemption by lot, the portion of any Bond to be redeemed in part shall be in the principal amount of \$5,000 or any integral multiple thereof.

The Purchase Contract may provide that (i) in the event that any portion of Term Bonds subject to mandatory sinking fund redemption is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments with respect to such Bond shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect to the portion of such Bonds optionally redeemed, or (ii) within a maturity, Bonds shall be selected for redemption on a “Pro Rata Pass-Through Distribution of Principal” basis in accordance with DTC procedures, provided further that, such redemption is made in accordance with the operational arrangements of DTC then in effect.

(iii) Redemption Notice. When optional redemption is authorized or required pursuant to Section 6(b) hereof, the Paying Agent, upon written instruction from the District, shall give notice (a “Redemption Notice”) of the redemption of the Bonds. Such Redemption Notice shall specify: the Bonds or designated portions thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, the date of redemption, the place or places where the redemption will be made, including the name and address of the Paying Agent, the redemption price, the CUSIP numbers (if any) assigned to the Bonds to be redeemed, the Bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the portion of the principal amount of such Bond to be redeemed, and the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part. Such Redemption Notice shall further state that on the specified date there shall become due and payable upon each Bond or portion thereof being redeemed at the redemption price thereof, together with the interest accrued to the redemption date, and that from and after such date, interest thereon shall cease to accrue.

The Paying Agent shall take the following actions with respect to each such Redemption Notice:

(a) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given to the respective Owners of Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the Bond Register.

(b) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, (ii)

telephonically confirmed facsimile transmission, or (iii) overnight delivery service, to the Securities Depository.

(c) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service, to one of the Information Services.

(d) Such Redemption Notice shall be given to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

A certificate of the Paying Agent or the District that a Redemption Notice has been given as provided herein shall be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Bonds. Each check issued or other transfer of funds made by the Paying Agent for the purpose of redeeming Bonds shall bear or include the CUSIP number identifying, by issue and maturity, the Bonds being redeemed with the proceeds of such check or other transfer. Such Redemption Notice may state that no representation is made as to the accuracy or correctness of CUSIP numbers printed thereon, or on the Bonds.

With respect to any notice of optional redemption of Bonds (or portions thereof) pursuant to Section 6(b)(i) hereof, unless upon the giving of such notice such Bonds or portions thereof shall be deemed to have been defeased pursuant to Section 19 hereof, such notice shall state that such redemption shall be conditional upon the receipt by an independent escrow agent selected by the District on or prior to the date fixed for such redemption of the moneys necessary and sufficient to pay the principal of, premium, if any, and interest on such Bonds (or portions thereof) to be redeemed, and that if such moneys shall not have been so received said notice shall be of no force and effect, no portion of the Bonds shall be subject to redemption on such date and such Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption shall not be made and the Paying Agent shall within a reasonable time thereafter (but in no event later than the date originally set for redemption) give notice to the persons to whom and in the manner in which the Redemption Notice was given that such moneys were not so received. In addition, the District shall have the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent shall distribute a notice of the rescission of such Redemption Notice in the same manner as such notice was originally provided.

(iv) Partial Redemption of Bonds. Upon the surrender of any Bond redeemed in part only, the Paying Agent shall authenticate and deliver to the Owner thereof a new Bond or Bonds of like Series, tenor and maturity and of authorized denominations equal in Transfer Amounts to the unredeemed portion of the Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the District shall be released and discharged thereupon from all liability to the extent of such payment.

(v) Effect of Redemption Notice. Notice having been given as aforesaid, and the moneys for the redemption (including the interest accrued to the applicable date of redemption) having been set aside as provided in Section 19 hereof, the Bonds to be redeemed shall become due and payable on such date of redemption.

If on such redemption date, money for the redemption of all the Bonds to be redeemed as provided in Section 6(b) hereof, together with interest accrued to such redemption date, shall be held in

trust as provided in Section 19 hereof so as to be available therefor on such redemption date, and if a Redemption Notice thereof shall have been given as aforesaid, then from and after such redemption date, interest on the Bonds to be redeemed shall cease to accrue and become payable. All money held for the redemption of Bonds shall be held in trust for the account of the Owners of the Bonds to be so redeemed.

(vi) Bonds No Longer Outstanding. When any Bonds (or portions thereof), which have been duly called for redemption prior to maturity under the provisions of this Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held irrevocably in trust as provided in Section 19 hereof for the payment of the redemption price of such Bonds or portions thereof, and accrued interest thereon to the date fixed for redemption, all as provided in this Resolution, then such Bonds shall no longer be deemed Outstanding and shall be surrendered to the Paying Agent for cancellation.

All Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 6 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Bond purchased by the District shall be cancelled by the Paying Agent.

(c) Book-Entry System.

(i) Election of Book-Entry System. The Bonds shall initially be delivered in the form of a separate single fully-registered bond (which may be typewritten) for each maturity date of each Series of such Bonds in an authorized denomination. The ownership of each such Bond shall be registered in the Bond Register in the name of the Nominee, as nominee of the Depository and ownership of the Bonds, and all or any portion thereof may not thereafter be transferred except as provided in Section 6(c)(i)(4).

With respect to book-entry Bonds, the District and the Paying Agent shall have no responsibility or obligation to any Participant or to any person on behalf of which such a Participant holds an interest in such book-entry Bonds. Without limiting the immediately preceding sentence, the District and the Paying Agent shall have no responsibility or obligation with respect to (i) the accuracy of the records of the Depository, the Nominee, or any Participant with respect to any ownership interest in book-entry Bonds, (ii) the delivery to any Participant or any other person, other than an Owner as shown in the Bond Register, of any notice with respect to book-entry Bonds, including any Redemption Notice, (iii) the selection by the Depository and its Participants of the beneficial interests in book-entry Bonds to be prepaid in the event the District redeems the Bonds in part, or (iv) the payment by the Depository or any Participant or any other person, of any amount with respect to principal of, premium, if any, or interest on the book-entry Bonds. The District and the Paying Agent may treat and consider the person in whose name each book-entry Bond is registered in the Bond Register as the absolute Owner of such book-entry Bond for the purpose of payment of principal of, premium and interest on and to such Bond, for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Paying Agent shall pay all principal of, premium, if any, and interest on the Bonds only to or upon the order of the respective Owner, as shown in the Bond Register, or his or her respective attorney duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of principal of, premium, if any, and interest on the Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Bond Register, shall receive a certificate evidencing the obligation to make payments of principal of, premium, if any, and interest on the Bonds. Upon delivery by the Depository to the Owner and the Paying Agent, of written

notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee, and subject to the provisions herein with respect to the Record Date, the word Nominee in this Resolution shall refer to such nominee of the Depository.

1. Delivery of Letter of Representations. In order to qualify the book-entry Bonds for the Depository's book-entry system, the District shall execute and deliver to the Depository a Letter of Representations. The execution and delivery of a Letter of Representations shall not in any way impose upon the District any obligation whatsoever with respect to persons having interests in such book-entry Bonds other than the Owners, as shown on the Bond Register. By executing a Letter of Representations, the District shall agree to take all action necessary at all times so that the District will be in compliance with all representations of the District in such Letter of Representations. In addition to the execution and delivery of a Letter of Representations, the District shall take such other actions, not inconsistent with this Resolution, as are reasonably necessary to qualify book-entry Bonds for the Depository's book-entry program.

2. Selection of Depository. In the event (i) the Depository determines not to continue to act as securities depository for book-entry Bonds, or (ii) the District determines that continuation of the book-entry system is not in the best interest of the Beneficial Owners of the Bonds or the District, then the District will discontinue the book-entry system with the Depository. If the District determines to replace the Depository with another qualified securities depository, the District shall prepare or direct the preparation of a new single, separate, fully registered bond for each maturity date of such Outstanding book-entry Bond, registered in the name of such successor or substitute qualified securities depository or its Nominee as provided in subsection (4) hereof. If the District fails to identify another qualified securities depository to replace the Depository, then the Bonds shall no longer be restricted to being registered in such Bond Register in the name of the Nominee, but shall be registered in whatever name or names the Owners transferring or exchanging such Bonds shall designate, in accordance with the provisions of this Section 6(c).

3. Payments and Notices to Depository. Notwithstanding any other provision of this Resolution to the contrary, so long as all Outstanding Bonds are held in book entry form and registered in the name of the Nominee, all payments by the District or the Paying Agent with respect to principal of, premium, if any, and interest on the Bonds and all notices with respect to such Bonds, including Redemption Notices, shall be made and given, respectively to the Nominee, as provided in the Letter of Representations or as otherwise required or instructed by the Depository and agreed to by the Paying Agent notwithstanding any inconsistent provisions herein.

4. Transfer of Bonds to Substitute Depository.

(A) The Bonds shall be initially issued as described in the Official Statement described herein. Registered ownership of such Bonds, or any portions thereof, may not thereafter be transferred except:

(1) to any successor of DTC or its Nominee, or of any substitute depository designated pursuant to Section 6(c)(i)(4)(A)(2) ("Substitute Depository");

provided that any successor of DTC or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(2) to any Substitute Depository, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (2) a determination by the District that DTC (or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(3) to any person as provided below, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (2) a determination by the District that DTC or its successor (or Substitute Depository or its successor) is no longer able to carry out its functions as depository.

(B) In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(1) or (2), upon receipt of all Outstanding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent designating the Substitute Depository, a single new Bond, which the District shall prepare or cause to be prepared, shall be executed and delivered for each maturity of Bonds then Outstanding, registered in the name of such successor or such Substitute Depository or their Nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(3), upon receipt of all Outstanding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, new Bonds, which the District shall prepare or cause to be prepared, shall be executed and delivered in such denominations and registered in the names of such persons as are requested in such written request of the District, provided that the Paying Agent shall not be required to deliver such new Bonds within a period of less than sixty (60) days from the date of receipt of such written request from the District.

(C) In the case of a partial redemption or an advance refunding of any Bonds evidencing a portion of the principal maturing in a particular year, DTC or its successor (or any Substitute Depository or its successor) shall make an appropriate notation on such Bonds indicating the date and amounts of such reduction in principal, in form acceptable to the Paying Agent, all in accordance with the Letter of Representations. The Paying Agent shall not be liable for such Depository's failure to make such notations or errors in making such notations.

(D) The District and the Paying Agent shall be entitled to treat the person in whose name any Bond is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying Agent or the District; and the District and the Paying Agent shall not have responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any Beneficial Owners of the Bonds. Neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to any such Beneficial Owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except to the Owner of any Bonds, and the Paying Agent may rely conclusively on its records as to the identity of the Owners of the Bonds.

SECTION 7. Execution of the Bonds. The Bonds shall be signed by the President of the Board, or other member of the Board authorized to sign on behalf of the President, by their manual or

facsimile signature and countersigned by the manual or facsimile signature of the Secretary to or Clerk of the Board, or the designee thereof, all in their official capacities. No Bond shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Bond is signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Bond so authenticated has been duly issued, signed and delivered under this Resolution and is entitled to the security and benefit of this Resolution.

SECTION 8. Paying Agent; Transfer and Exchange. So long as any of the Bonds remain Outstanding, the District will cause the Paying Agent to maintain and keep at its designated office all books and records necessary for the registration, exchange and transfer of the Bonds as provided in this Section. Subject to the provisions of Section 9 below, the person in whose name a Bond is registered on the Bond Register shall be regarded as the absolute Owner of that Bond for all purposes of this Resolution. Payment of or on account of the principal of, premium, if any, and interest on any Bond shall be made only to or upon the order of such Owner; neither the District nor the Paying Agent shall be affected by any notice to the contrary, but the registration may be changed as provided in this Section. All such payments shall be valid and effectual to satisfy and discharge the District's liability upon the Bonds, including interest, to the extent of the amount or amounts so paid.

Any Bond may be exchanged for Bonds of like Series, tenor, maturity and Transfer Amount upon presentation and surrender at the designated office of the Paying Agent, together with a request for exchange signed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Bond may be transferred on the Bond Register only upon presentation and surrender of the Bond at the designated office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new bond or bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date.

If any Bond shall become mutilated, the District, at the expense of the Owner of said Bond, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Bond of like Series, tenor, maturity and Transfer Amount in exchange and substitution for the Bond so mutilated, but only upon surrender to the Paying Agent of the Bond so mutilated. If any Bond issued hereunder shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Paying Agent and, if such evidence be satisfactory to the Paying Agent and indemnity for the Paying Agent and the District satisfactory to the Paying Agent shall be given by the Owner, the District, at the expense of the Owner, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Bond of like Series, tenor, maturity and Transfer Amount in lieu of and in substitution for the Bond so lost, destroyed or stolen (or if any such Bond shall have matured or shall have been called for redemption, instead of issuing a substitute Bond the Paying Agent may pay the same without surrender thereof upon receipt of indemnity satisfactory to the Paying Agent and the District). The Paying Agent may require payment of a reasonable fee for each new Bond issued under this paragraph and of the expenses which may be incurred by the District and the Paying Agent.

If signatures on behalf of the District are required in connection with an exchange or transfer, the Paying Agent shall undertake the exchange or transfer of Bonds only after the new Bonds are signed by the authorized officers of the District. In all cases of exchanged or transferred Bonds, the District shall sign and the Paying Agent shall authenticate and deliver Bonds in accordance with the provisions of this

Resolution. All fees and costs of transfer shall be paid by the requesting party. Those charges may be required to be paid before the procedure is begun for the exchange or transfer. All Bonds issued upon any exchange or transfer shall be valid obligations of the District, evidencing the same debt, and entitled to the same security and benefit under this Resolution as the Bonds surrendered upon that exchange or transfer.

Any Bond surrendered to the Paying Agent for payment, retirement, exchange, replacement or transfer shall be cancelled by the Paying Agent. The District may at any time deliver to the Paying Agent for cancellation any previously authenticated and delivered Bonds that the District may have acquired in any manner whatsoever, and those Bonds shall be promptly cancelled by the Paying Agent. Written reports of the surrender and cancellation of Bonds shall be made to the District by the Paying Agent as requested by the District. The cancelled Bonds shall be retained for three years, then returned to the District or destroyed by the Paying Agent as directed by the District.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date or any day on which the applicable Redemption Notice is given or (b) to transfer any Bonds which have been selected or called for redemption in whole or in part.

SECTION 9. Payment. Payment of interest on any Bond on any Bond Payment Date shall be made to the person appearing on the Bond Register of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date. The principal of, and redemption premium, if any, payable on the Bonds shall be payable upon maturity or redemption upon surrender at the designated office of the Paying Agent. The principal of, premium, if any, and interest on, the Bonds shall be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Bonds when duly presented for payment at maturity, and to cancel all Bonds upon payment thereof. The Bonds are obligations of the District payable solely from the levy of *ad valorem* property taxes upon all property within the District subject to taxation, which taxes shall be without limit as to rate or amount. The Bonds do not constitute an obligation of the County except as provided in this Resolution, and no part of any fund of the County is pledged or obligated to the payment of the Bonds.

SECTION 10. Form of Bonds. The Bonds shall be in substantially the form as set forth in Exhibit A hereto, allowing those officials executing the Bonds to make the insertions and deletions necessary to conform the Bonds to this Resolution, the Purchase Contract and the Official Statement, or to correct or cure any defect, inconsistency, ambiguity or omission therein. Pending the preparation of definitive Bonds, the Bonds may be executed and delivered in temporary form exchangeable for definitive Bonds when ready for delivery. If the Paying Agent delivers temporary Bonds, it shall execute and deliver definitive Bonds in an equal aggregate principal amount of authorized denominations, when available, and thereupon the temporary Bonds shall be surrendered to the Paying Agent. Until so exchanged, the temporary Bonds shall be entitled to the same benefits hereunder as definitive Bonds.

SECTION 11. Delivery of Bonds. The proper officials of the District shall cause the Bonds to be prepared and, following their sale, shall have the Bonds signed and delivered, together with a true transcript of proceedings with reference to the issuance of the Bonds, to the Underwriter upon payment of the purchase price therefor.

SECTION 12. Deposit of Proceeds of Bonds. (a) The purchase price received from the Underwriter pursuant to the Purchase Contract, to the extent of the principal amount thereof, shall be paid to the County to the credit of the fund hereby authorized to be created to be known as the “Eureka City Schools Election of 2020 General Obligation Bonds, Series 2022 Building Fund” (the “Building Fund”) of the District, shall be kept separate and distinct from all other District and County funds, and those proceeds shall be used solely for the purpose for which the Bonds are being issued and provided further that such proceeds shall be applied solely to the purposes authorized by the voters of the District at the Election. The County shall have no responsibility for assuring the proper use of the Bond proceeds by the District. At the election of the District, (i) to the extent the Bonds are issued in more than one Series, there shall be created a separate Building Fund for each such Series of Bonds, with appropriate Series designation, and all references herein to the Building Fund shall be deemed to include any Building Fund created for a Series of Bonds, or (ii) the Building Fund may be established as a subaccount of, or otherwise combined with but separately accounted for, a fund established by the County for the purpose of holding proceeds of bonds issued pursuant to the Authorization.

The purchase price received from the Underwriter pursuant to the Purchase Contract, to the extent of any accrued interest and any net original issue premium, shall be paid to the County to the credit of the fund of the District hereby authorized to be created and to be known as the “Eureka City Schools Election of 2020 General Obligation Bonds, Series 2022 Debt Service Fund” (the “Debt Service Fund”) for the Bonds and used for payment of principal of and interest on the Bonds, and for no other purpose. At the election of the District, (i) to the extent the Bonds are issued in more than one Series, there shall be created a separate Debt Service Fund for each such Series of Bonds, with appropriate Series designation, and all references herein to the Debt Service Fund shall be deemed to include any Debt Service Fund created for a Series of Bonds, or (ii) the Debt Service Fund may be established as a subaccount of, or otherwise combined with, a fund established by the County for the purpose of holding proceeds of *ad valorem* property tax levies made to pay bonds issued pursuant to the Authorization.

Interest earnings on monies held in the Building Fund shall be retained in the Building Fund. Interest earnings on monies held in the Debt Service Fund shall be retained in the Debt Service Fund. Any excess proceeds of the Bonds on deposit in the Building Fund not needed for the authorized purposes set forth herein for which the Bonds are being issued upon written notice from the District shall be transferred to the Debt Service Fund and applied to the payment of the principal of and interest on the Bonds. If, after payment in full of the Bonds, there remain excess proceeds in the Debt Service Fund, any such excess amounts shall be transferred to the general fund of the District, as permitted by law.

The costs of issuance of the Bonds are hereby authorized to be paid either by the Underwriter from premium withheld thereby upon the sale of the Bonds, or from the principal amount of the Bonds received from the Underwriter. To the extent costs of issuance are paid from such principal amount, the District may direct that a portion thereof, in an amount not-to-exceed 2.0% of such principal amount, in lieu of being deposited into the Building Fund, be deposited in a costs of issuance account to be held by a fiscal agent of the District appointed for such purpose. Any excess moneys in the cost of issuance account remaining after payment of all costs of issuance shall be transferred to the County for deposit into the Building Fund or Debt Service Fund, as appropriate.

(b) Subject to federal tax restrictions, all funds held by the County hereunder shall be invested in Permitted Investments pursuant to the law and investment policy of the County. Neither the County nor its officers and agents, as the case may be, shall have any responsibility or obligation to determine the tax consequences of any investment. Except as required to satisfy the requirements of Section 148(f) of the Code, interest earned on the investment of moneys held in the Debt Service

Fund shall be retained in the Debt Service Fund and used by the County to pay the principal of and interest on the Bonds when due.

SECTION 13. Rebate Fund. The following provisions shall apply to any Bonds issued as Tax-Exempt Bonds.

(a) The District shall create and establish a special fund designated the “Eureka City Schools Election of 2020 General Obligation Bonds, Series 2022 Rebate Fund” (the “Rebate Fund”). All amounts at any time on deposit in the Rebate Fund shall be held in trust, to the extent required to satisfy the requirement to make rebate payments to the United States (the “Rebate Requirement”) pursuant to Code Section 148, and the Treasury Regulations promulgated thereunder (the “Treasury Regulations”). Such amounts shall be free and clear of any lien hereunder and shall be governed by this Section and by the Tax Certificate to be executed by the District in connection with the Tax-Exempt Bonds (the “Tax Certificate”).

(b) Within 45 days of the end of each fifth Bond Year (as such term is defined in the Tax Certificate), (1) the District shall calculate or cause to be calculated with respect to the Bonds the amount that would be considered the “rebate amount” within the meaning of Section 1.148-3 of the Treasury Regulations, using as the “computation date” for this purpose the end of such Bond Year, and (2) the District shall deposit to the Rebate Fund from amounts on deposit in the other funds established hereunder or from other District funds, if and to the extent required, amounts sufficient to cause the balance in the Rebate Fund to be equal to the “rebate amount” so calculated. The District shall not be required to deposit any amount to the Rebate Fund in accordance with the preceding sentence, if the amount on deposit in the Rebate Fund prior to the deposit required to be made under this subsection (b) equals or exceeds the “rebate amount” calculated in accordance with the preceding sentence. Such excess may be withdrawn from the Rebate Fund to the extent permitted under subsection (g) of this Section. The District shall not be required to calculate the “rebate amount” and shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b), with respect to all or a portion of the proceeds of the Bonds (including amounts treated as proceeds of the Bonds) (1) to the extent such proceeds satisfy the expenditure requirements of Code Sections 148(f)(4)(B) or 148(f)(4)(C) or Section 1.148-7(d) of the Treasury Regulations, whichever is applicable, and otherwise qualify for the exception to the Rebate Requirement pursuant to whichever of said sections is applicable, (2) to the extent such proceeds are subject to an election by the District under Code Section 148(f)(4)(C)(vii) to pay a one and one-half percent (1½%) penalty in lieu of arbitrage rebate in the event any of the percentage expenditure requirements of Section 148(f)(4)(C) are not satisfied, or (3) to the extent such proceeds qualify for the exception to arbitrage rebate under Section 148(f)(4)(A)(ii) of the Code for amounts in a “bona fide debt service fund.” In such event, and with respect to such amounts, the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b).

(c) Any funds remaining in the Rebate Fund after redemption of all the Bonds and any amounts described in paragraph (2) of subsection (d) of this Section, or provision made therefor satisfactory to the District, including accrued interest, shall be remitted to the District.

(d) Subject to the exceptions contained in subsection (b) of this Section to the requirement to calculate the “rebate amount” and make deposits to the Rebate Fund, the District shall pay to the United States, from amounts on deposit in the Rebate Fund,

(1) not later than 60 days after the end of (i) the fifth Bond Year, and (ii) each fifth Bond Year thereafter, an amount that, together with all previous rebate payments, is equal to at least 90% of the “rebate amount” calculated as of the end of such Bond Year in accordance with Section 1.148-3 of the Treasury Regulations; and

(2) not later than 60 days after the payment of all Bonds, an amount equal to 100% of the “rebate amount” calculated as of the date of such payment (and any income attributable to the “rebate amount” determined to be due and payable) in accordance with Section 1.148-3 of the Treasury Regulations.

(e) In the event that, prior to the time any payment is required to be made from the Rebate Fund, the amount in the Rebate Fund is not sufficient to make such payment when such payment is due, the District shall calculate (or have calculated) the amount of such deficiency and deposit an amount equal to such deficiency into the Rebate Fund prior to the time such payment is due.

(f) Each payment required to be made pursuant to subsection (d) of this Section shall be made to the Internal Revenue Service, on or before the date on which such payment is due, and shall be accompanied by Internal Revenue Service Form 8038-T, such form to be prepared or caused to be prepared by the District.

(g) In the event that immediately following the calculation required by subsection (b) of this Section, but prior to any deposit made under said subsection, the amount on deposit in the Rebate Fund exceeds the “rebate amount” calculated in accordance with said subsection, the District may withdraw the excess from the Rebate Fund and credit such excess to the Debt Service Fund.

(h) The District shall retain records of all determinations made hereunder until three years after the complete retirement of the Bonds.

(i) Notwithstanding anything in this Resolution to the contrary, the Rebate Requirement shall survive the payment in full or defeasance of the Bonds.

SECTION 14. Security for the Bonds. There shall be levied on all the taxable property in the District, in addition to all other taxes, a continuing direct *ad valorem* property tax annually during the period the Bonds are Outstanding in an amount sufficient to pay the principal of and interest on the Bonds when due, which moneys when collected will be deposited in the Debt Service Fund of the District, and which fund is hereby designated for the payment of the principal of and interest on the Bonds when and as the same shall fall due, and for no other purpose. The District covenants to cause the County to take all actions necessary to levy such *ad valorem* property tax in accordance with this Section 14. Pursuant to Government Code Section 53515, the Bonds shall be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment thereof.

Pursuant to Government Code Sections 5450 and 5451, the District hereby pledges all revenues received from the levy and collection of *ad valorem* property taxes for the payment of each Series of Bonds and all amounts on deposit in the corresponding Debt Service Fund created pursuant to Section 12 herein to the payment of such Series of Bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in such Debt Service Fund. This pledge shall constitute an agreement between the District and the Owners of such Series of Bonds to provide security for the payment of such Bonds in addition to any statutory lien that may exist.

The moneys in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay such principal of and interest on the Bonds. DTC will thereupon make payments of principal of and interest on the Bonds to the DTC Participants who will thereupon make payments of such principal and interest to the Beneficial Owners of the Bonds. Any moneys remaining in the Debt Service Fund after the Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District, pursuant to the Education Code Section 15234.

SECTION 15. Arbitrage Covenant. The District covenants that it will restrict the use of the proceeds of the Tax-Exempt Bonds in such manner and to such extent, if any, as may be necessary, so that the Tax-Exempt Bonds will not constitute arbitrage bonds under Code Section 148 and the applicable regulations prescribed thereunder or any predecessor section. Calculations for determining arbitrage requirements are the sole responsibility of the District.

SECTION 16. Conditions Precedent. The Board determines that all acts and conditions necessary to be performed by the Board or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Bonds.

SECTION 17. Official Statement. The Preliminary Official Statement relating to the Bonds, substantially in the form on file with the Clerk of or Secretary to the Board is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Underwriter to be used in connection with the offering and sale of the Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement “final” pursuant to Rule 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to the Underwriter a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve. The Underwriter is hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Bonds, and such Underwriter is directed to deliver copies of any final Official Statement to the purchasers of the Bonds. Execution of the Official Statement shall conclusively evidence the District’s approval of the Official Statement.

SECTION 18. Insurance. In the event the District purchases bond insurance for the Bonds, and to the extent that the Bond Insurer makes payment of the principal of and interest on the Bonds, it shall become the Owner of such Bonds with the right to payment of such principal or interest, and shall be fully subrogated to all of the Owners’ rights, including the Owners’ rights to payment thereof. To evidence such subrogation (i) in the case of subrogation as to claims of past due interest, the Paying Agent shall note the Bond Insurer’s rights as subrogee on the Bond Register for the Bonds maintained by the Paying Agent upon receipt of a copy of the cancelled check issued by the Bond Insurer for the payment of such interest to the Owners of the Bonds, and (ii) in the case of subrogation as to claims for past due principal, the Paying Agent shall note the Bond Insurer as subrogee on the Bond Register for the Bonds maintained by the Paying Agent upon surrender of the Bonds by the Owners thereof to the Bond Insurer or the insurance trustee for the Bond Insurer.

SECTION 19. Defeasance. All or any portion of the Outstanding maturities of the Bonds may be defeased at any time prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with amounts transferred from the Debt Service Fund, if any, is sufficient to pay all Bonds Outstanding and designated for defeasance (including all principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations together with amounts transferred from the Debt Service Fund, if any, and any other cash, if required, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Bonds Outstanding and designated for defeasance (including all principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated Outstanding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this Section, to the Owners of such designated Bonds not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, “Government Obligations” shall, unless otherwise provided in the Purchase Contract or Official Statement, mean:

Direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), and obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (i) a bank or trust company acts as custodian and holds the underlying United States obligations; (ii) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (iii) the underlying United States obligations are held in a special account, segregated from the custodian’s general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either Moody’s or S&P.

SECTION 20. Nonliability of County. Notwithstanding anything to the contrary contained herein, in the Bonds or in any other document mentioned herein, neither the County, nor its officials, officers, employees or agents shall have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby, the Bonds are not a debt of the County or a pledge of the full faith and credit of the County, and the Bonds and any liability in connection therewith shall be paid solely from *ad valorem* property taxes lawfully levied to pay the principal of or interest on the Bonds, which taxes shall be unlimited as to rate or amount.

SECTION 21. Reimbursement of County Costs. The District shall reimburse the County for all costs and expenses incurred by the County and the officials, officers, agents and employees thereof in issuing or otherwise in connection with the issuance of the Bonds.

SECTION 22. Request to County to Levy Tax. The Board of Supervisors and officers of the County are obligated by statute to provide for the levy and collection of *ad valorem* property taxes in each year sufficient to pay all principal of and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The District hereby requests such Board of Supervisors to annually levy a tax upon all taxable property in the District sufficient to pay all such principal and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The Board hereby finds and determines that such *ad valorem* property taxes shall be levied specifically to pay the Bonds being issued to finance specific projects authorized by the voters of the District at the Election.

SECTION 23. Other Actions. (a) Officers of the Board and District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

(b) The Board hereby appoints Stifel, Nicolaus & Company, Incorporated as Underwriter, California Financial Services, as municipal advisor (the "Municipal Advisor") and Stradling Yocca Carlson & Rauth, a Professional Corporation, as Bond Counsel and Disclosure Counsel, each with respect to the issuance of the Bonds.

(c) Based on a good faith estimate from the Municipal Advisor, the District finds that (i) the True Interest Cost of the Bonds (as defined in Government Code Section 5852.1) is expected to be approximately 2.438%, (ii) the total Finance Charge of the Bonds (as defined in Government Code Section 5852.1) is expected to be \$346,856.60, (iii) the total proceeds expected to be received by the District from the sale of the Bonds, less the Finance Charge of the Bonds, and any reserves or capitalized interest paid or funded with proceeds of the Bonds, is \$20,062,370.85, and (iv) the District expects that the Total Payment Amount (as defined in Government Code Section 5852.1), calculated to the final maturity of the Bonds, will be \$28,428,300.28. The information presented in this Section 23(c) is included in satisfaction of Government Code Section 5852.1, and shall not abrogate or otherwise limit any other provision of this Resolution

(d) Notwithstanding any other provisions contained herein, the provisions of this Resolution as they relate to the Bonds may be amended by the Purchase Contract or the Official Statement.

(e) To the extent the issuance of Bonds includes Long Current Interest Bonds, the useful life of any facility financed with such Long Current Interest Bonds will equal or exceed the maturity of such Long Current Interest Bonds.

(f) The District hereby approves the execution and delivery of all agreements, documents, certificates and instruments referred to herein with electronic signatures as may be permitted under the California Uniform Electronic Transactions Act

and digital signatures as may be permitted under Government Code Section 16.5 using DocuSign.

SECTION 24. Resolution to County Treasurer. The Secretary to this Board is hereby directed to provide a certified copy of this Resolution to the Treasurer immediately following its adoption.

SECTION 25. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated as of the Dated Date, as originally executed and as it may be amended from time to time in accordance with the terms thereof. The Board hereby approves the form of the Continuing Disclosure Certificate appended to the form of Preliminary Official Statement on file with the Clerk of or Secretary to the Board as of the date hereof, and the Authorized Officers, each alone, are hereby authorized to execute and deliver such Continuing Disclosure Certificate with such changes therein and modifications thereto as shall be approved by the Underwriter and the Authorized Officer executing the same, such approval to be conclusively evidenced by such execution and delivery. Any Bond Holder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Neither noncompliance with this Section nor noncompliance with the Continuing Disclosure Certificate shall result in acceleration of the Bonds.

SECTION 26. Effective Date. This Resolution shall take effect immediately upon its passage.

SECTION 27. Further Actions Authorized. It is hereby covenanted that the District, and its appropriate officials, have duly taken all actions necessary to be taken by them, and will take any additional actions necessary to be taken by them, for carrying out the provisions of this Resolution.

SECTION 28. Recitals. All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

PASSED, ADOPTED AND APPROVED this 13th day of January, 2022, by the following vote:

AYES:	MEMBERS	_____
NOES:	MEMBERS	_____
ABSTAIN:	MEMBERS	_____
ABSENT:	MEMBERS	_____

President of the Board of Education
Eureka City Schools

ATTEST:

Secretary to the Board of Education
Eureka City Schools

SECRETARY'S CERTIFICATE

I, Fred Van Vleck, Ed.D., Secretary to the Board of Education of Eureka City Schools, Humboldt County, California, hereby certify as follows:

The foregoing is a full, true and correct copy of a Resolution duly adopted at a regular meeting of the Board of Education of said District duly and regularly and legally held at the regular meeting place thereof on January 13, 2022, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original Resolution adopted at said meeting and entered in said minutes.

Said Resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: January ___, 2022

Secretary to the Board of Education of
Eureka City Schools

EXHIBIT A
FORM OF BONDS

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TO THE PAYING AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY BOND ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

**REGISTERED
NO.**

**REGISTERED
\$**

**EUREKA CITY SCHOOLS
(HUMBOLDT COUNTY, CALIFORNIA)
ELECTION OF 2020 GENERAL OBLIGATION BONDS, SERIES 2022**

<u>INTEREST RATE:</u>	<u>MATURITY DATE:</u>	<u>DATED AS OF:</u>	<u>CUSIP</u>
___% per annum	August 1, ____	_____, 2022	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT:

The Eureka City Schools (the "District") in Humboldt County, California (the "County"), for value received, promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon until the Principal Amount is paid or provided for at the Interest Rate stated above, on February 1 and August 1 of each year (the "Bond Payment Dates"), commencing August 1, 2022. This Bond will bear interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before July 15, 2022, in which event it shall bear interest from the Dated Date. Interest on this bond shall be computed on the basis of a 360-day year of 12, 30-day months. Principal and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered, such owner being the Registered Owner, on the Bond Register maintained by the Paying Agent, initially U.S. Bank National Association. Principal is payable upon presentation and surrender of this Bond at the designated office of the Paying Agent. Interest is payable by wire transfer by the Paying Agent on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown on the Bond Register, and to the bank and account number on file with the

A-1

Paying Agent, as of the close of business on the 15th day of the calendar month next preceding that Bond Payment Date.

This bond is one of an authorization of bonds approved to raise money for the purposes authorized by voters of the District at the Election (defined herein) and to pay all necessary legal, financial, engineering and contingent costs in connection therewith under authority of and pursuant to the laws of the State of California, and the requisite vote of the electors of the District cast at a general election held on March 3, 2020 (the "Election"), upon the question of issuing bonds in the amount of \$18,000,000 and the resolution of the Board of Education of the District adopted on January 13, 2022 (the "Bond Resolution"). This bond is being issued under the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code. This bond and the issue of which this bond is one are payable as to both principal and interest solely from the proceeds of the levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount in accordance with Education Code Sections 15250 and 15252. Pursuant to Government Code Section 53515, the Bonds shall be secured by a statutory lien on all revenues received pursuant to the levy and collection of such *ad valorem* property taxes.

Pursuant to Government Code Sections 5450 and 5451, the District has pledged all revenues received from the levy and collection of *ad valorem* property taxes for the payment of the Bonds, and all amounts on deposit in the Debt Service Fund (as defined in the Bond Resolution), to the payment of the Bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund, and shall constitute an agreement between the District and the Registered Owners of the Bonds to provide security for the payment of the Bonds in addition to any statutory lien that may exist.

The bonds of this issue comprise \$_____ principal amount of current interest bonds, of which this bond is a part (each a "Bond").

This bond is exchangeable and transferable for Bonds of like series, tenor, maturity and Transfer Amount (as defined in the Bond Resolution) and in authorized denominations at the designated office of the Paying Agent, by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute owner of this Bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Bond during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable notice of redemption is given or (b) to transfer any Bond which has been selected or called for redemption in whole or in part.

The Bonds maturing on or before August 1, 20__ are not subject to redemption prior to their respective maturity dates. The Bonds maturing on or after August 1, 20__ are subject to redemption prior to their respective maturity dates at the option of the District, from any available source of funds, as a whole or in part, on any date on or after August 1, 20__ at a redemption price equal to the principal amount of the Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

The Bonds maturing on August 1, 20__, are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amount represented by such Bonds to be so redeemed and the dates therefor and the final principal payment date is as indicated in the following table:

Redemption Date (August 1)	Principal Amount
(1)	
Total:	

(1) Maturity.

In the event that a portion of the 20__ Term Bonds is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 of principal amount, in respect to the portion of such 20__ Term Bonds optionally redeemed.

If less than all of the Bonds of any one maturity shall be called for redemption, the particular Bonds or portions of Bonds of such maturity to be redeemed shall be selected as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent may determine; provided, however, that the portion of any Bond to be redeemed shall be in the principal amount of \$5,000 or any integral multiple thereof. If less than all of the Bonds stated to mature on different dates shall be called for redemption, the particular Bonds or portions thereof to be redeemed shall be called by the Paying Agent in any order directed by the District and, if not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of certain defined terms used herein, as well as the provisions, among others, with respect to the nature and extent of the security for the Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Bonds are issued and secured. The Registered Owner of this Bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay the principal of and interest on the Bonds when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

IN WITNESS WHEREOF, the Eureka City Schools, Humboldt County, California, has caused this Bond to be executed on behalf of the District and in their official capacities by the manual or facsimile signature of the President of the Board of Education of the District, and to be countersigned by the manual or facsimile signature of the [Secretary to/Clerk of] the Board of Education of the District, all as of the date stated above.

EUREKA CITY SCHOOLS

By: (Facsimile Signature)
President of the Board of Education

COUNTERSIGNED:

(Facsimile Signature)
[Secretary to/Clerk of] the Board of Education

CERTIFICATE OF AUTHENTICATION

This bond is one of the Bonds described in the Bond Resolution referred to herein which has been authenticated and registered on _____, 2022.

By: U.S. BANK NATIONAL ASSOCIATION, as
Paying Agent

Authorized Officer

ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): _____ this Bond and irrevocably constitutes and appoints attorney to transfer this Bond on the books for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within Bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: _____

Unless this certificate is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any certificate issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth, a Professional Corporation in connection with the issuance of, and dated as of the date of the original delivery of, the Bonds. A signed copy is on file in my office.

(Facsimile Signature)
[Secretary to/Clerk of] the Board of Education

(Form of Legal Opinion)

\$ _____
EUREKA CITY SCHOOLS
(Humboldt County, California)
Election of 2020 General Obligation Bonds,
Series 2022

PURCHASE CONTRACT

_____, 2022

Board of Education
Eureka City Schools
2100 J Street
Eureka, California 95501

Ladies and Gentlemen:

Stifel, Nicolaus & Company, Incorporated, as underwriter (the “Underwriter”), offers to enter into this Purchase Contract (the “Purchase Contract”) with Eureka City Schools (the “District”), which, upon the District’s acceptance hereof, will be binding upon the District and the Underwriter. This offer is made subject to the written acceptance of this Purchase Contract by the District and delivery of such acceptance to the Underwriter at or prior to 11:59 P.M., California Time, on the date hereof. Capitalized terms used and not otherwise defined herein shall have the meanings ascribed to such terms in the Official Statement (as defined herein) or, if not defined in the Official Statement, in the Resolution (as defined herein).

The District acknowledges and agrees that (i) the purchase and sale of the Bonds (as defined herein) pursuant to this Purchase Contract is an arm’s-length commercial transaction between the District and the Underwriter, (ii) in connection with such transaction, the Underwriter is acting solely as a principal and not as an agent or fiduciary of the District, (iii) the Underwriter has not assumed a fiduciary responsibility in favor of the District with respect to (x) the offering of the Bonds or the process leading thereto (whether or not the Underwriter has advised or is currently advising the District on other matters) or (y) any other obligation to the District except the obligations expressly set forth in this Purchase Contract, and (iv) the District has consulted with its own legal, accounting, tax, financial and other professional advisors to the extent it has deemed appropriate in connection with the offering of the Bonds. The District acknowledges that it has previously provided the Underwriter with an acknowledgement of receipt of the required disclosure under Rule G-17 of the Municipal Securities Rulemaking Board (the “MSRB”).

1. **Purchase and Sale of the Bonds.** Upon the terms and conditions and in reliance upon the representations, warranties and agreements herein set forth, the Underwriter hereby agrees to purchase from the District for reoffering to the public, and the District hereby agrees to sell to the

Underwriter for such purpose, all (but not less than all) of \$_____ in aggregate initial principal amount of the District's Election of 2020 General Obligation Bonds, Series 2022 (the "Bonds").

The Bonds shall accrue interest at the rates, shall mature in the years and shall be subject to redemption as shown on Exhibit A hereto, which is incorporated herein by this reference. The Bonds shall be dated the date of delivery thereof (the "Date of Delivery") and shall bear interest from such date, payable semiannually on each February 1 and August 1, commencing August 1, 2022.

The Underwriter shall purchase the Bonds at a price of \$_____ (consisting of the principal amount of the Bonds of \$_____, plus [net] original issue premium of \$_____, less Underwriter's discount of \$_____ and less \$_____ to be applied by the Underwriter towards the payment of the premium on the Policy (defined herein)). Certain costs of issuance of the Bonds shall be paid by the District in accordance with Section 12 hereof.

The proceeds of sale of the Bonds will be used to finance the acquisition, construction, modernization and equipping of District sites and facilities and pay the costs of issuing the Bonds.

2. **The Bonds.** The Bonds shall otherwise be as described in the Official Statement, and shall be issued and secured pursuant to the provisions of the Resolution of the District adopted on January 13, 2022 (the "Resolution"), this Purchase Contract, and Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code (the "Act").

The Bonds shall be executed and delivered under and in accordance with the provisions of this Purchase Contract and the Resolution. The Bonds shall bear CUSIP numbers, shall be in fully registered book-entry form, registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). The Bonds shall initially be in authorized denominations of five thousand dollars (\$5,000) principal amount, or any integral multiple thereof.

The payment of the principal of and interest on the Bond, when due, will be guaranteed under a municipal bond insurance policy (the "Policy"), to be issued by _____ (the "Insurer").

3. **Use of Documents.** The District hereby authorizes the Underwriter to use, in connection with the offer and sale of the Bonds, this Purchase Contract, the Preliminary Official Statement (as defined herein), the Continuing Disclosure Certificate, the Statement (as defined below), the Resolution and all information contained herein and therein and all of the documents, certificates or statements furnished by the District to the Underwriter in connection with the transactions contemplated by this Purchase Contract.

4. **Public Offering of Bonds; Establishment of Issue Price.** The Underwriter agrees to make a bona fide public offering of all the Bonds at the initial public offering prices or yields to be set forth on the inside cover of the Official Statement and Exhibit A hereto.

(a) The Underwriter agrees to assist the District in establishing the issue price of the Bonds and shall execute and deliver to the District at Closing an "issue price" or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Exhibit B, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the District and Stradling Yocca Carlson & Rauth, a Professional Corporation ("Bond Counsel"), to accurately

reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the Bonds. All actions to be taken by the District under this section to establish the issue price of the Bonds may be taken on behalf of the District by the District's municipal advisor identified herein and any notice or report to be provided to the District may be provided to the District's municipal advisor.

(b) Except as otherwise set forth in Exhibit A attached hereto, the District will treat the first price at which 10% of each maturity of the Bonds (the "10% test") is sold to the public as the issue price of that maturity. At or promptly after the execution of this Purchase Contract, the Underwriter shall report to the District the price or prices at which it has sold to the public each maturity of Bonds. If at that time the 10% test has not been satisfied as to any maturity of the Bonds, the Underwriter agrees to promptly report to the District the prices at which it sells the unsold Bonds of that maturity to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until either (i) the Underwriter has sold all Bonds of that maturity or (ii) the 10% test has been satisfied as to the Bonds of that maturity, provided that, the Underwriter's reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the District or Bond Counsel. For purposes of this Section, if Bonds mature on the same date but have different interest rates, each separate CUSIP number within that maturity will be treated as a separate maturity of the Bonds.

(c) The Underwriter confirms that it has offered the Bonds to the public on or before the date of this Purchase Contract at the offering price or prices (the "initial offering price"), or at the corresponding yield or yields, set forth in Exhibit A attached hereto, except as otherwise set forth therein. Exhibit A also sets forth, as of the date of this Purchase Contract, the maturities, if any, of the Bonds for which the 10% test has not been satisfied and for which the District and the Underwriter agree that the restrictions set forth in the next sentence shall apply, which will allow the District to treat the initial offering price to the public of each such maturity as of the sale date as the issue price of that maturity (the "hold-the-offering-price rule"). So long as the hold-the-offering-price rule remains applicable to any maturity of the Bonds, the Underwriter will neither offer nor sell unsold Bonds of that maturity to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following:

- (1) the close of the fifth (5th) business day after the sale date; or
- (2) the date on which the Underwriter has sold at least 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public.

The Underwriter will advise the District promptly after the close of the fifth (5th) business day after the sale date whether it has sold 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public.

(d) The Underwriter confirms that:

- (1) any selling group agreement and any third-party distribution agreement relating to the initial sale of the Bonds to the public, together with the related

pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such third-party distribution agreement, as applicable:

(A) (i) to report the prices at which it sells to the public the unsold Bonds of each maturity allocated to it, whether or not the Closing Date has occurred, until either all Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter that the 10% test has been satisfied as to the Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter, and (ii) to comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter,

(B) to promptly notify the Underwriter of any sales of Bonds that, to its knowledge, are made to a purchaser who is a related party to an underwriter participating in the initial sale of the Bonds to the public (each such term being used as defined below), and

(C) to acknowledge that, unless otherwise advised by the dealer or broker-dealer, the Underwriter shall assume that each order submitted by the dealer or broker-dealer is a sale to the public.

(2) any selling group agreement relating to the initial sale of the Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer that is a party to a third-party distribution agreement to be employed in connection with the initial sale of the Bonds to the public to require each broker-dealer that is a party to such third-party distribution agreement to (A) report the prices at which it sells to the public the unsold Bonds of each maturity allocated to it, whether or not the Closing Date has occurred, until either all Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter or the dealer that the 10% test has been satisfied as to the Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter or the dealer, and (B) comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter or the dealer and as set forth in the related pricing wires.

(e) The District acknowledges that, in making the representations set forth in this section, the Underwriter will rely on (i) in the event a selling group has been created in connection with the initial sale of the Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the requirements for establishing issue price of the Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Bonds, as set forth in a selling group agreement and the related pricing wires, and (ii) in the event that a third-party distribution agreement was employed in connection with the initial sale of the Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the requirements for establishing issue price of the Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Bonds, as set forth in the third-party distribution agreement and

the related pricing wires. The District further acknowledges that the Underwriter shall not be liable for the failure of any dealer who is a member of a selling group, or of any broker-dealer that is a party to a third-party distribution agreement, to comply with its corresponding agreement to comply with the requirements for establishing issue price of the Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Bonds.

(f) The Underwriter acknowledges that sales of any Bonds to any person that is a related party to an underwriter participating in the initial sale of the Bonds to the public (each such term being used as defined below) shall not constitute sales to the public for purposes of this section. Further, for purposes of this section:

(1) “public” means any person other than an underwriter or a related party,

(2) “underwriter” means (A) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the Bonds to the public (including a member of a selling group or a party to a third-party distribution agreement participating in the initial sale of the Bonds to the public),

(3) a purchaser of any of the Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (i) more than 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and

(4) “sale date” means the date of execution of this Purchase Contract by all parties.

5. **Review of Official Statement.** The Underwriter hereby represents that it has received and reviewed the Preliminary Official Statement with respect to the Bonds, dated _____, 2022 (the “Preliminary Official Statement”). The District represents that it has duly authorized and prepared the Preliminary Official Statement for use by the Underwriter in connection with the sale of the Bonds, and that it has deemed the Preliminary Official Statement to be final, as of its date, except for either revision or addition of the offering price(s), interest rate(s), yield(s) to maturity, selling compensation, aggregate principal amount, principal amount per maturity, delivery date, rating(s), redemption provisions and other terms of the Bonds which depend upon the foregoing as provided in and pursuant to Rule 15c2-12 of the Securities and Exchange Commission (the “SEC”) promulgated under the Securities Exchange Act of 1934, as amended (the “Rule”).

The Underwriter agrees that prior to the time the Official Statement relating to the Bonds is available, the Underwriter will send to any potential purchaser of the Bonds, upon the request of such potential purchaser, a copy of the most recent Preliminary Official Statement. Such Preliminary Official Statement shall be sent by first class mail or electronic distribution (or other equally prompt means) not later than the first business day following the date upon which each such request is received.

The Underwriter agrees to file the Official Statement with the MSRB through its Electronic Municipal Market Access system within one business day after the receipt thereof from the District, but in no event later than Closing (as defined below).

6. **Closing.** At 9:00 A.M., Pacific Time, on _____, 2022 (the “Closing”) or at such other time or on such other date as shall have been mutually agreed upon by the District and the Underwriter, the District will deliver or cause to be delivered to the Underwriter, through the facilities of DTC in New York, New York, or at such other place as the District and the Underwriter may mutually agree upon, the Bonds in fully registered book-entry form, duly executed and registered in the name of Cede & Co., as nominee of DTC, and at the offices of Bond Counsel in San Francisco, California, the other documents hereinafter mentioned; and the Underwriter will accept such delivery and pay the purchase price set forth in Section 1 hereof in immediately available funds by wire transfer to the account or accounts designated by the District.

7. **Representations, Warranties and Agreements of the District.** The District hereby represents, warrants and agrees with the Underwriter that:

(a) **Due Organization.** The District is a unified school district duly organized and validly existing under the laws of the State of California (the “State”), with the power to issue the Bonds pursuant to the Act.

(b) **Due Authorization.** (i) At or prior to the Closing, the District will have taken all action required to be taken by it to authorize the issuance and delivery of the Bonds; (ii) the District has full legal right, power and authority to enter into this Purchase Contract and the Continuing Disclosure Certificate, to adopt the Resolution, to perform its obligations under each such document or instrument, to approve the Official Statement and to carry out and effectuate the transactions contemplated by this Purchase Contract and the Resolution; (iii) the execution and delivery or adoption of, and the performance by the District of the obligations contained in, the Bonds, the Resolution, the Continuing Disclosure Certificate, and this Purchase Contract have been duly authorized and such authorization shall be in full force and effect at the time of the Closing; (iv) this Purchase Contract, assuming the due authorization, execution and delivery by the other parties thereto, and the Continuing Disclosure Certificate, constitute valid and legally binding obligations of the District, enforceable in accordance with their respective terms, except as such enforceability may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relating to or affecting generally the enforcement of creditors’ rights and except as their enforcement may be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases if equitable remedies are sought and by the limitations on legal remedies against public agencies in the State; and (v) the District has duly authorized the consummation by it of all transactions contemplated by this Purchase Contract.

(c) Consents. No consent, approval, authorization, order, filing, registration, qualification, election or referendum, of or by any court or governmental agency or public body whatsoever is required in connection with the issuance, delivery or sale of the Bonds, the execution and delivery of this Purchase Contract and the Continuing Disclosure Certificate, the adoption of the Resolution, or the consummation of the other transactions effected or contemplated herein or hereby, which have not been taken or obtained, except for such actions as may be necessary to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and jurisdictions of the United States as the Underwriter may reasonably request, or which have not been taken or obtained; provided, however, that the District shall not be required to subject itself to service of process in any jurisdiction in which it is not so subject as of the date hereof.

(d) Internal Revenue Code. The District has complied with the requirements of the Internal Revenue Code of 1986, as amended (the “Code”), with respect to the Bonds.

(e) No Conflicts. To the best knowledge of the District, the issuance of the Bonds, the execution, delivery and performance of this Purchase Contract and the Continuing Disclosure Certificate, the adoption of the Resolution, and the compliance with the provisions hereof and thereof do not conflict with or constitute on the part of the District a violation of or default under the State Constitution or any existing law, charter, ordinance, regulation, decree, order or resolution and do not conflict with or result in a violation or breach of, or constitute a default under, any agreement, indenture, mortgage, lease or other instrument to which the District is a party or by which it is bound or to which it is subject. To the best of its knowledge, the District is not presently in breach of or default under any applicable constitutional provision, law or administrative regulation of the State or the United States relating to the issuance of the Bonds or any applicable judgment or decree or any loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the District is a party or to which the District or any of its property or assets is otherwise subject, and no event which would have a material and adverse effect upon the financial condition of the District has occurred and is continuing which constitutes or with the passage of time or the giving of notice, or both, would constitute a default or event of default by the District under any of the foregoing.

(f) Litigation. As of the time of acceptance hereof, no action, suit, proceeding, hearing or investigation is pending (in which service of process has been completed against the District) or, to the best knowledge of the District, threatened against the District: (i) in any way affecting the existence of the District or in any way challenging the respective powers of the several offices of the District or of the titles of the officials of the District to such offices; or (ii) seeking to restrain or enjoin the sale, issuance or delivery of any of the Bonds, the application of the proceeds of the sale of the Bonds, the collection or levy of *ad valorem* property taxes contemplated by the Resolution, and the application thereof to pay the principal of and interest on the Bonds, or in any way contesting or affecting the validity or enforceability of the Bonds, this Purchase Contract, the Continuing Disclosure Certificate or the Resolution, or the pledge of the funds on deposit in the Debt Service Fund for the Bonds, or contesting the powers of the District or its authority with respect to the Bonds, the Resolution, this Purchase Contract, or the Continuing Disclosure Certificate; or (iii) in which a final adverse decision could (a) materially adversely affect the operations or financial condition of the District or the consummation of the transactions contemplated by this Purchase Contract, the Continuing

Disclosure Certificate or the Resolution, (b) declare this Purchase Contract to be invalid or unenforceable in whole or in material part, or (c) adversely affect the exclusion of the interest paid on the Bonds from gross income for federal income tax purposes and the exemption of such interest on the Bonds from State personal income taxation.

(g) No Other Debt. Between the date hereof and the Closing, without the prior written consent of the Underwriter, neither the District, nor any other person or entity on behalf of the District, will have issued in the name and on behalf of the District any bonds, notes or other obligations for borrowed money except for such borrowings as may be described in or contemplated by the Official Statement.

(h) Interim Financial Report. The District has not received a qualified or negative certification in its most recent interim report pursuant to Education Code Section 42130 *et seq.*

(i) Certificates. Any certificates signed by any officer of the District and delivered to the Underwriter shall be deemed a representation and warranty by the District to the Underwriter, but not by the person signing the same, as to the statements made therein.

(j) Continuing Disclosure. In accordance with the requirements of the Rule and pursuant to the Resolution, at or prior to the Closing, the District shall have duly authorized, executed and delivered a Continuing Disclosure Certificate with respect to the Bonds (the “Continuing Disclosure Certificate”) substantially in the form attached to the Official Statement as Appendix C. Except as otherwise disclosed in the Official Statement, the District has not, within the past five years, failed to comply in a material respect with any of its previous undertakings pursuant to the Rule to provide annual reports or notice of certain listed events.

(k) Official Statement Accurate and Complete. The Preliminary Official Statement, as of the date thereof, did not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading. As of the date hereof and as of the date of Closing, the Official Statement does not and will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading. The District makes no representation or warranty as to the information contained in or omitted from the Preliminary Official Statement or the Official Statement in reliance upon and in conformity with information furnished in writing to the District by or on behalf of the Underwriter through a representative of the Underwriter specifically for inclusion therein.

If the Official Statement is supplemented or amended pursuant to paragraph (f) of Section 9 of this Purchase Contract, at the time of each supplement or amendment thereto and (unless subsequently again supplemented or amended pursuant to such paragraph) at all times subsequent thereto during the period up to and including the date of Closing the Official Statement as so supplemented or amended will not contain any untrue statement of a material fact or omit to state any material fact necessary in order to make the statements therein, in the light of the circumstances under which made, not misleading.

(l) Levy of Tax. The District hereby agrees to take any and all actions as may be required by Humboldt County (the “County”) or otherwise necessary in order to arrange for the levy and collection of *ad valorem* property taxes, payment of the Bonds, and the deposit and investment of Bond proceeds. In particular, the District hereby agrees to provide to the Auditor-Controller and Treasurer-Tax Collector (or equivalent official) of the County a copy of the Resolution, a copy of Exhibit A hereto, and the full debt service schedule for the Bonds, in accordance with Education Code Section 15140(c) and policies and procedures of the County.

(m) No Material Adverse Change. The financial statements of, and other financial information regarding the District in the Official Statement fairly present the financial position and results of the District as of the dates and for the periods therein set forth. Prior to the Closing, there will be no adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the District.

8. **Covenants of the District.** The District covenants and agrees with the Underwriter that:

(a) Securities Laws. The District will furnish such information, execute such instruments, and take such other action in cooperation with the Underwriter if and as the Underwriter may reasonably request in order to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations or such states and jurisdictions, provided, however, that the District shall not be required to consent to service of process in any jurisdiction in which it is not so subject as of the date hereof;

(b) Application of Proceeds. The District will apply the proceeds from the sale of the Bonds for the purposes specified in the Resolution;

(c) Official Statement. The District hereby agrees to deliver or cause to be delivered to the Underwriter, not later than the seventh (7th) business day following the date this Purchase Contract is signed, copies of a final Official Statement substantially in the form of the Preliminary Official Statement, with only such changes therein as shall have been accepted by the Underwriter and the District (such Official Statement with such changes, if any, and including the cover page, inside front cover page, and all appendices, exhibits, maps, reports and statements included therein or attached thereto being herein called the “Official Statement”) in such quantities as may be requested by the Underwriter not later than seven (7) business days following the date this Purchase Contract is signed, in order to permit the Underwriter to comply with paragraph (b)(4) of the Rule and with the rules of the MSRB. The District hereby authorizes the Underwriter to use and distribute the Official Statement in connection with the offering and sale of the Bonds;

(d) Subsequent Events. The District hereby agrees to notify the Underwriter of any event or occurrence that may affect the accuracy or completeness of any information set forth in the Official Statement relating to the District, until the date which is twenty-five (25) days following the Closing;

(e) References. References herein to the Preliminary Official Statement and the final Official Statement include the cover page, inside front cover and all appendices, exhibits, maps, reports and statements included therein or attached thereto; and

(f) Amendments to Official Statement. During the period ending on the 25th day after the End of the Underwriting Period (or such other period as may be agreed to by the District and the Underwriter), the District (i) shall not supplement or amend the Official Statement or cause the Official Statement to be supplemented or amended without the prior written consent of the Underwriter and (ii) shall notify the Underwriter promptly if any event shall occur, or information comes to the attention of the District, that is reasonably likely to cause the Official Statement (whether or not previously supplemented or amended) to contain any untrue statement of a material fact or to omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. If, in the opinion of the Underwriter, such event requires the preparation and distribution of a supplement or amendment to the Official Statement, the District shall prepare and furnish to the Underwriter, at the District's expense, such number of copies of the supplement or amendment to the Official Statement, in form and substance mutually agreed upon by the District and the Underwriter, as the Underwriter may reasonably request. If such notification shall be given subsequent to the Closing, the District also shall furnish, or cause to be furnished, at its own expense, such additional legal opinions, certificates, instruments and other documents as the Underwriter may reasonably deem necessary to evidence the truth and accuracy of any such supplement or amendment to the Official Statement.

For purposes of this Purchase Contract, the "End of the Underwriting Period" is used as defined in the Rule and shall occur on the later of (A) the date of Closing or (B) when the Underwriter no longer retains an unsold balance of the Bonds; unless otherwise advised in writing by the Underwriter on or prior to the date of Closing, or otherwise agreed to by the District and the Underwriter, the District may assume that the End of the Underwriting Period is the date of Closing.

9. Representations, Warranties and Agreements of the Underwriter. The Underwriter represents to and agrees with the District that, as of the date hereof and as of the date of the Closing:

(a) The Underwriter is duly authorized to execute this Purchase Contract and to take any action under this Purchase Contract required to be taken by it.

(b) The Underwriter is in compliance with MSRB Rule G-37 with respect to the District, and is not prohibited thereby from acting as underwriter with respect to securities of the District.

(c) The Underwriter has, and has had, no financial advisory relationship, as that term is defined in Government Code Section 53590(c), or MSRB Rule G-23, with the District with respect to the Bonds, and no investment firm controlling, controlled by or under common control with the Underwriter has or has had any such financial advisory relationship.

10. **Conditions to Closing.** The Underwriter has entered into this Purchase Contract in reliance upon the representations and warranties of the District contained herein and the performance by the District of its obligations hereunder, both as of the date hereof and as of the date of Closing. The Underwriter's obligations under this Purchase Contract are and shall be subject at the option of the Underwriter, to the following further conditions at the Closing:

(a) Representations True. The representations and warranties of the District contained herein shall be true, complete and correct in all material respects at the date hereof and at and as of the Closing, as if made at and as of the Closing, and the statements made in all certificates and other documents delivered to the Underwriter at the Closing pursuant hereto shall be true, complete and correct in all material respects on the date of the Closing; and the District shall be in compliance with each of the agreements made by it in this Purchase Contract;

(b) Obligations Performed. At the time of the Closing, (i) the Official Statement, this Purchase Contract, the Resolution and the Continuing Disclosure Certificate shall be in full force and effect and shall not have been amended, modified or supplemented except as may have been agreed to in writing by the Underwriter; (ii) all actions under the Act which, in the opinion of Bond Counsel, shall be necessary in connection with the transactions contemplated hereby, shall have been duly taken and shall be in full force and effect; and (iii) the District shall perform or have performed all of their obligations required under or specified in the Resolution, this Purchase Contract or the Official Statement to be performed at or prior to the Closing;

(c) Adverse Rulings. No decision, ruling or finding shall have been entered by any court or governmental authority since the date of this Purchase Contract (and not reversed on appeal or otherwise set aside), or shall be pending or, to the best knowledge of the District, threatened which has any of the effects described in Section 7(f) hereof or contesting in any way the completeness or accuracy of the Official Statement;

(d) Marketability. Between the date hereof and the Closing, the market price or marketability or the ability of the Underwriter to enforce contracts for the sale of the Bonds, at the initial offering prices of the Bonds set forth in the Official Statement, shall not have been materially adversely affected, in the evidenced judgment of the Underwriter, by reason of any of the following:

(1) legislation enacted by the Congress of the United States, or passed by either House of Congress, or favorably reported for passage to either House of Congress by any Committee of such House to which such legislation has been referred for consideration, or introduced in the Congress or recommended for passage by the President of the United States, or a decision rendered by a court established under Article III of the Constitution of the United States or by the United States Tax Court, with the purpose or effect, directly or indirectly, of causing inclusion in gross income for purposes of federal income taxation of the interest received by the owners of the Bonds, or an order, ruling, regulation (final, temporary or proposed) or official statement issued or made:

(i) by or on behalf of the United States Treasury Department, or by or on behalf of the Internal Revenue Service, with the purpose or effect, directly or indirectly, of causing inclusion in gross income for purposes of federal income taxation of the interest received by the owners of the Bonds; or

(ii) by or on behalf of the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, to the effect that the Bonds, or obligations of the general character of the Bonds, including any and all underlying arrangements, are not exempt from registration under the Securities Act of 1933, as amended;

(2) legislation enacted by the State legislature or a decision rendered by a State court, or a ruling, order, or regulation (final or temporary) made by a State authority, which would have the effect of changing, directly or indirectly, the State tax consequences of interest on obligations of the general character of the Bonds in the hands of the holders thereof;

(3) there shall have occurred (i) an outbreak or escalation of military hostilities or the declaration by the United States of a national emergency or war or (ii) any other calamity or crisis in the financial markets of the United States or elsewhere or the escalation of such calamity or crisis;

(4) a general suspension of trading on the New York Stock Exchange or other major exchange shall be in force, or minimum or maximum prices for trading shall have been fixed and be in force, or maximum ranges for prices for securities shall have been required and be in force on any such exchange, whether by virtue of determination by that exchange or by order of the SEC or any other governmental authority having jurisdiction;

(5) the declaration of a general banking moratorium by federal, New York or State authorities;

(6) the imposition by the New York Stock Exchange, other national securities exchange, or any governmental authority, of any material restrictions not now in force with respect to the Bonds, or obligations of the general character of the Bonds, or securities generally, or the material increase of any such restrictions now in force, including those relating to the extension of credit by, or the charge to the net capital requirements of, the Underwriter;

(7) an order, decree or injunction of any court of competent jurisdiction, or order, filing, regulation or official statement by the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, issued or made to the effect that the issuance, offering or sale of obligations of the general character of the Bonds, or the issuance, offering or sale of the Bonds, as contemplated hereby or by the Official Statement, is or would be in violation of the federal securities laws, as amended and then in effect;

(8) there shall have occurred or any notice shall have been given of any intended downgrade, suspension, withdrawal, or negative change in credit watch status to any rating of the District's outstanding indebtedness (without regard to any bond insurance) by a national rating agency;

(9) any event occurring, or information becoming known which makes untrue in any material adverse respect any statement or information contained in the Official Statement, or has the effect that the Official Statement contains any untrue statement of a material fact or omits to state a material fact necessary to make the statements made therein, in the light of the circumstances under which they were made, not misleading; or

(10) there shall have occurred any materially adverse change in the affairs or financial condition of the District.

(e) Delivery of Documents. At or prior to the date of the Closing, the Underwriter shall receive sufficient copies of the following documents in each case dated as of the date of Closing and satisfactory in form and substance to the Underwriter:

(1) Bond Opinion. An approving opinion of Bond Counsel, as to the validity and tax-exempt status of the Bonds, dated the date of the Closing, addressed to the District, substantially in the form set forth in the Preliminary Official Statement and Official Statement as Appendix A;

(2) Reliance Letter. A reliance letter from Bond Counsel to the effect that the Underwriter can rely upon the opinion described in (10)(e)(1) above;

(3) Supplemental Opinion of Bond Counsel. A supplemental opinion of Bond Counsel dated the date of Closing and addressed to the District and the Underwriter, substantially to the effect that:

(i) the description of the Bonds and the security for the Bonds and statements in the Official Statement on the cover page thereof and under the captions "INTRODUCTION," "THE BONDS," "TAX MATTERS," and "LEGAL MATTERS – Continuing Disclosure – Current Undertaking," to the extent they purport to summarize certain provisions of the Bonds, the Resolution, the Continuing Disclosure Certificate, and the form and content of Bond Counsel's approving opinion regarding the treatment of interest on the Bonds under State or federal law, fairly and accurately summarize the matters purported to be summarized therein; provided that Bond Counsel need not express any opinion with respect to (i) any information contained in Appendices B, D, E or F to the Official Statement, (ii) financial or statistical data or forecasts, numbers, charts, tables, estimates, projections, assumptions or expressions of opinion contained in the Official Statement, including in any of the appendices thereto, (iii) information with respect to DTC or its book-entry only system included therein, (iv) any CUSIP numbers or information relating thereto, (v) the District's compliance with its obligations to file annual

reports or provide notice of the events described in the Rule, (vi) any information with respect to the Underwriter or underwriting matters with respect to the Bonds, including but not limited to information under the caption “MISCELLANEOUS – Underwriting”; (vii) any information with respect to the rating on the Bonds and the rating agency referenced therein, including but not limited to information under the caption “MISCELLANEOUS – Ratings” and (viii) any information with respect to the Insurer or the Policy, including but not limited to information under the heading “THE BONDS – Bond Insurance”;

(ii) the Continuing Disclosure Certificate and this Purchase Contract have each been duly authorized, executed and delivered by the District and, assuming due authorization, execution and delivery by all the other parties thereto, constitute legal, valid and binding agreements of the District enforceable in accordance with their respective terms, except as enforcement thereof may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relating to or affecting generally the enforcement of creditors’ rights and except as their enforcement may be subject to the application of equitable principles, and the exercise of judicial discretion in appropriate cases if equitable remedies are sought and by the limitations on legal remedies against public agencies in the State of California; and

(iii) the Bonds are exempt from registration pursuant to the Securities Act of 1933, as amended, and the Resolution is exempt from qualification as an indenture pursuant to the Trust Indenture Act of 1939, as amended.

(4) Disclosure Counsel Letter. A letter of Stradling Yocca Carlson & Rauth, a Professional Corporation, dated the date of Closing and addressed to the District, substantially to the effect that based on such counsel’s participation in conferences with representatives of the Underwriter and its counsel, the municipal advisor to the District, the District and others, during which conferences the contents of the Official Statement and related matters were discussed, and in reliance thereon and on the records, documents, certificates and opinions described therein, such counsel advises the District, as a matter of fact and not opinion, that during the course of its engagement as Disclosure Counsel no information came to the attention of such counsel’s attorneys rendering legal services in connection with such representation which caused such counsel to believe that the Official Statement as of its date contained, or as of the Closing contains, any untrue statement of a material fact or omitted to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading (provided that such counsel need not express any opinion with respect to (i) any information contained in Appendices B, D, E or F to the Official Statement, (ii) financial or statistical data or forecasts, numbers, charts, tables, estimates, projections, assumptions or expressions of opinion contained in the Official Statement, including in any of the appendices thereto, (iii) information with respect to DTC or its book-entry only system included therein, (iv) any CUSIP numbers or information relating thereto,

(v) any information with respect to the Underwriter or underwriting matters with respect to the Bonds, including but not limited to information under the caption “MISCELLANEOUS – Underwriting,” (vi) any information with respect to the rating on the Bonds and the rating agency referenced therein, including, but not limited to, information under the caption “MISCELLANEOUS – Ratings,” (vii) the District’s compliance with its obligations to file annual reports or provide notice of the events described in the Rule and (viii) any information with respect to the Insurer or the Policy, including but not limited to information under the caption “THE BONDS – Bond Insurance”, as to which such counsel need express no opinion or view);

(5) Certificates. A certificate signed by appropriate officials of the District to the effect that (i) such officials are authorized to execute this Purchase Contract, (ii) the representations, agreements and warranties of the District herein are true and correct in all material respects as of the date of Closing, (iii) the District has complied with all the terms of the Resolution, the Continuing Disclosure Certificate and this Purchase Contract to be complied with by the District prior to or concurrently with the Closing, and, as to the District, such documents are in full force and effect, (iv) such District officials have reviewed the Official Statement and on such basis certify that the Official Statement does not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading, (v) the Bonds being delivered on the date of the Closing to the Underwriter under this Purchase Contract substantially conform to the descriptions thereof contained in the Resolution, (vi) no event concerning the District has occurred since the date of the Official Statement which has not been disclosed therein or in any supplement thereto, but should be disclosed in order to make the statements in the Official Statement in light of the circumstances in which they were made not misleading, and (vii) there is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court or public body, pending or, to the best knowledge of such officials, threatened against the District, contesting in any way the completeness or accuracy of the Official Statement, the issuance of the Bonds by the District on behalf of the District or the due adoption of the Resolution;

(6) Arbitrage. A nonarbitrage and tax certificate of the District with respect to the Bonds in form satisfactory to Bond Counsel;

(7) Ratings. Evidence satisfactory to the Underwriter that (i) the Bonds shall have been given the ratings of “___” by S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, based upon the issuance of the Policy by the Insurer, (ii) the Bonds shall have been given an underlying rating of “___” by S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, and (iii) any such ratings have not been revoked or downgraded;

(8) District Resolution. A certificate, together with fully executed copies of the Resolution, of the Secretary to or Clerk of the District Board of Education to the effect that:

- (i) such copies are true and correct copies of the Resolution; and
- (ii) the Resolution was duly adopted and has not been modified, amended, rescinded or revoked and is in full force and effect on the date of the Closing.

(9) Official Statement. A certificate of the appropriate official of the District evidencing his or her determinations respecting the Preliminary Official Statement in accordance with the Rule;

(10) Continuing Disclosure Certificate. An executed copy of the Continuing Disclosure Certificate, substantially in the form presented in the Official Statement as Appendix C thereto;

(11) Certificate of the Paying Agent. A certificate of the U.S. Bank National Association, as the paying agent for the Bonds (the “Paying Agent”), dated the date of the Closing, signed by a duly authorized officer thereof, and in form and substance satisfactory to the Underwriter, substantially to the effect that no litigation is pending or, to the best of the Paying Agent’s knowledge, threatened (either in state or federal courts) (i) seeking to restrain or enjoin the delivery by the Paying Agent of any of the Bonds, or (ii) in any way contesting or affecting any authority of the Paying Agent for the delivery of the Bonds or the validity or enforceability of the Bonds or any agreement with the Paying Agent;

(12) Underwriter’s Counsel Opinion. The opinion of Kutak Rock LLP, Denver, Colorado, as counsel to the Underwriter, in a form and substance acceptable to the Underwriter;

(13) Insurance Documents. The fully executed Policy, together with (i) an opinion of counsel to the Insurer, dated as of the Closing and addressed to the District and the Underwriter, in a form and substance acceptable to the Underwriter, and (ii) a certificate of the Insurer, dated as of the Closing, in a form and substance acceptable to the Underwriter regarding, among other matters, the due authorization, execution and validity of the Policy, and certain federal income tax matters; and

(14) Other Documents. Such additional legal opinions, certificates, proceedings, instruments and other documents as Bond Counsel or the Underwriter may reasonably request to evidence (i) compliance by the District with legal requirements, (ii) the truth and accuracy, as of the time of Closing, of the representations of the District herein contained and of the Official Statement, and (iii) the due performance or satisfaction by the District at or prior to such time of all agreements then to be performed and all conditions then to be satisfied by the District.

(f) Termination. Notwithstanding anything to the contrary herein contained, if for any reason whatsoever the Bonds shall not have been delivered by the District to the Underwriter as provided in Section 6 herein, then the obligation to purchase Bonds hereunder shall terminate and be of no further force or effect except with respect to the obligations of the District and the Underwriter under Sections 12(c) and 14 hereof.

If the District is unable to satisfy the conditions to the Underwriter's obligations contained in this Purchase Contract or if the Underwriter's obligations shall be terminated for any reason permitted by this Purchase Contract, this Purchase Contract may be cancelled by the Underwriter at, or at any time prior to, the time of Closing. Notice of such cancellation shall be given to the District in writing, or if by telephone, confirmed in writing. Notwithstanding any provision herein to the contrary, the performance of any and all obligations of the District hereunder and the performance of any and all conditions contained herein for the benefit of the Underwriter may be waived by the Underwriter in writing at its sole discretion.

11. **Conditions to Obligations of the District.** The performance by the District of its obligations is conditioned upon (i) the performance by the Underwriter of its obligations hereunder; and (ii) receipt by the District and the Underwriter of opinions and certificates being delivered at the Closing by persons and entities other than the District.

12. **Expenses.** (a) To the extent that the transactions contemplated by this Purchase Contract are consummated, the District shall pay (or cause to be paid), and the Underwriter shall be under no obligation to pay, the following costs of issuance with respect to the Bonds, including but not limited to the following: (i) the fees and disbursements of the District's Bond Counsel and Disclosure Counsel; (ii) the cost of the preparation, printing and delivery of the Bonds; (iii) the fees for the Bond rating; (iv) the cost of the printing and distribution of the Preliminary Official Statement and Official Statement; (v) the initial fees of the Paying Agent and Fiscal Agent (as defined herein); (vi) expenses for travel, lodging, and subsistence related to rating agency visits and other meetings connected to the authorization, sale, issuance and distribution of the Bonds; (vii) the fees and expenses of the District's municipal advisor; and (viii) all other fees and expenses incident to the issuance and sale of the Bonds. The District hereby authorizes the Underwriter to wire a portion of the purchase price for the Bonds not to exceed \$_____ to U.S. Bank National Association, as fiscal agent for the District (the "Fiscal Agent"), for the payment of such costs. In the event that following payment of the expenses set forth above, there is any portion remaining, such remaining amount shall be deposited into the Building Fund (as defined in the Resolution) for the Bonds.

(b) Notwithstanding any of the foregoing, the Underwriter shall pay all out of pocket expenses of the Underwriter, including the California Debt and Investment Advisory Commission fee, CUSIP fees, the fees and disbursement of counsel to the Underwriter, and other expenses (except those expressly provided above) without limitation, except travel and related expenses attributable to District personnel in connection with the Bond rating.

(c) Notwithstanding Section 10(f) hereof, the District hereby agrees, in the event the purchase and sale of the Bonds does not occur as contemplated hereunder, to reimburse the Underwriter for any costs described in Subsection 12(a)(vi) above that are attributable to District personnel.

13. **Notices.** Any notice or other communication to be given under this Purchase Contract (other than the acceptance hereof as specified in the first paragraph hereof) may be given by delivering the same in writing, if to the District, to Eureka City Schools, 2100 J Street, Eureka, California 95501, Attention: Assistant Superintendent of Business and Administrative Services, or if to the Underwriter, to Stifel, Nicolaus & Company, Incorporated, 515 South Figueroa Street, Suite 1800, Los Angeles, California 90071, attention: Erica Gonzalez, Managing Director.

14. **Parties in Interest; Survival of Representations and Warranties.** This Purchase Contract when accepted by the District in writing as heretofore specified shall constitute the entire agreement between the District and the Underwriter. This Purchase Contract is made solely for the benefit of the District and the Underwriter (including the successors or assigns of the Underwriter). No person shall acquire or have any rights hereunder or by virtue hereof. All of the representations, warranties and agreements of the District in this Purchase Contract shall survive regardless of (a) any investigation or any statement in respect thereof made by or on behalf of the Underwriter, (b) delivery of and payment by the Underwriter for the Bonds hereunder, and (c) any termination of this Purchase Contract.

15. **Execution in Counterparts.** This Purchase Contract may be executed in several counterparts each of which shall be regarded as an original and all of which shall constitute but one and the same document.

16. **Applicable Law.** This Purchase Contract shall be interpreted, governed and enforced in accordance with the laws of the State applicable to contracts made and performed in such State.

Very truly yours,

**STIFEL, NICOLAUS & COMPANY,
INCORPORATED, as Underwriter**

By: _____
Managing Director

The foregoing is hereby agreed to and accepted at _____ p.m., California Time, as of the date first above written:

EUREKA CITY SCHOOLS

By: _____
Assistant Superintendent,
Business Services

EXHIBIT A

\$ _____
EUREKA CITY SCHOOLS
(Humboldt County, California)
Election of 2020 General Obligation Bonds,
Series 2022

\$ _____ Serial Bonds

<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>Price</u>	<u>10% Rule</u>	<u>Hold the Offering Price Rule</u>
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\$ _____ Term Bonds

<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>Price</u>	<u>10% Rule</u>	<u>Hold the Offering Price Rule</u>
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⁽¹⁾ Yield to call at par on August 1, 20__.

Redemption

Optional Redemption. The Bonds maturing on or before August 1, 20__ are not subject to redemption prior to their respective maturity dates. The Bonds maturing on or after August 1, 20__ are subject to redemption prior to their respective maturity dates at the option of the District, from any available source of funds, as a whole or in part, on any date on or after August 1, 20__ at a redemption price equal to the principal amount of the Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

Mandatory Redemption. The Bonds maturing on August 1, 20__, are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amount represented by such Bonds to be so redeemed and the dates therefor and the final principal payment date is as indicated in the following table:

Redemption Date (<u>August 1</u>)	Principal <u>Amount</u>
--	----------------------------

(1)

(1) Maturity.

In the event that a portion of the 20__ Term Bonds is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 of principal amount, in respect to the portion of such 20__ Term Bonds optionally redeemed.

EXHIBIT B

FORM OF ISSUE PRICE CERTIFICATE

\$ _____
EUREKA CITY SCHOOLS
(Humboldt County, California)
Election of 2020 General Obligation Bonds,
Series 2022

ISSUE PRICE CERTIFICATE

The undersigned, on behalf of Stifel, Nicolaus & Company, Incorporated (the “Stifel”), hereby certifies as set forth below with respect to the sale and issuance of the above-captioned bonds (the “Bonds”).

1. ***Sale of the [General Rule] Maturities.*** As of the date of this certificate, for each Maturity of the [General Rule] Maturities, the first price at which at least 10% of such Maturity was sold to the Public is the respective price listed in Schedule I.

2. ***[Initial Offering Price of the Hold-the-Offering-Price Maturities.***

(a) The Underwriting Group offered the Hold-the-Offering-Price Maturities to the Public for purchase at the respective initial offering prices listed in Schedule I (the “Initial Offering Prices”) on or before the Sale Date. A copy of the pricing wire or equivalent communication for the Bonds is attached to this certificate as Schedule II.

(b) As set forth in the Purchase Agreement, the Underwriting Group has agreed in writing that, (i) for each Maturity of the Hold-the-Offering-Price Maturities, it would neither offer nor sell any of the Bonds of such Maturity to any person at a price that is higher than the Initial Offering Price for such Maturity during the Holding Period for such Maturity (the “hold-the-offering-price rule”), and (ii) any selling group agreement shall contain the agreement of each dealer who is a member of the selling group, and any retail distribution agreement shall contain the agreement of each broker-dealer who is a party to the retail distribution agreement, to comply with the hold-the-offering-price rule. Pursuant to such agreement, no Underwriter (as defined below) has offered or sold any Maturity of the Hold-the-Offering-Price Maturities at a price that is higher than the respective Initial Offering Price for that Maturity of the Bonds during the Holding Period.]

3. ***Defined Terms.***

(a) *[General Rule Maturities* means those Maturities of the Bonds listed in Schedule A hereto [as the “General Rule Maturities.”]

(b) *[Hold-the-Offering-Price Maturities* means those Maturities of the Bonds listed in Schedule A hereto as the “Hold-the-Offering-Price Maturities.”]

(c) *[Holding Period* means, with respect to a Hold-the-Offering-Price Maturity, the period starting on the Sale Date and ending on the earlier of (i) the close of the fifth business day after the Sale Date (_____, 2022), or (ii) the date on which an Underwriter has sold at least 10% of such Hold-the-

Offering-Price Maturity to the Public at prices that are no higher than the Initial Offering Price for such Hold-the-Offering-Price Maturity.]

(d) *Issuer* means Eureka City Schools.

(e) *Maturity* means Bonds with the same credit and payment terms. Bonds with different maturity dates, or Bonds with the same maturity date but different stated interest rates, are treated as separate maturities.

(f) *Public* means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term “related party” for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(g) [Sale Date means the first day on which there is a binding contract in writing for the sale of a Maturity of the Bonds. The Sale Date of the Bonds is _____, 2022.]

(h) *Underwriter* means (i) any person that agrees pursuant to a written contract with the Issuer (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the Public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the Public).

The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents Stifel’s interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the District with respect to certain of the representations set forth in the Tax Certificate and with respect to compliance with the federal income tax rules affecting the Bonds, and by Stradling Yocca Carlson & Rauth, a Professional Corporation, in connection with rendering its opinion that the interest on the Bonds is excluded from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038-G, and other federal income tax advice that it may give to the District from time to time relating to the Bonds. Except as expressly set forth above, the certifications set forth herein may not be relied upon or used by any third party or for any other purpose.

STIFEL, NICOLAUS & COMPANY
INCORPORATED

By:_____

Name:_____

By:_____

Name:_____

Dated: _____, 2022

SCHEDULE I

SALE PRICES OF THE GENERAL RULE MATURITIES

General Rule Maturities

\$_____ Serial Bonds

<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>Price</u>	<u>10% Rule</u>	<u>Hold the Offering Price Rule</u>
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\$_____ Term Bonds

<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>Price</u>	<u>10% Rule</u>	<u>Hold the Offering Price Rule</u>
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⁽¹⁾ Yield to call at par on August 1, 20__.

B-I-1

/4887-5506-5861v1/200876-0003

SCHEDULE II
PRICING CONFIRMATION

B-II-1

/4887-5506-5861v1/200876-0003



Bond Development Schedule

Target Date	Activity	Responsible Parties
November 8, 2021	Distribute <ul style="list-style-type: none"> Bond Development Schedule Interested Parties List Preliminary Bond Financial and Sizing Analysis (FA/UW) 	FA
Week of November 29, 2020	Distribute Draft Documents <ul style="list-style-type: none"> Legal Documents Preliminary Official Statement Bond Issuance Resolutions Credit Agency Presentation 	BC/FA/UW
Week of December 20, 2021	Draft Documents Distributed to Rating Agency <ul style="list-style-type: none"> Legal Documents Preliminary Official Statement Credit Rating Presentation Bond Financial and Sizing Analysis 	BC/FA/UW
TBD	Conference Call to Discuss Draft Documents	All
January 4, 2022	Deadline for Agenda Titles for 1.13.2022 Board Meeting	SD
January 6, 2022	Deadline for Documents for 1.13.2022 Board Meeting	SD
Week of January 10, 2022	Review of Credit Ratings Presentation with Rating Agency	SD/UW/FA
January 13, 2022	Board Meeting <ul style="list-style-type: none"> Review Bond Issuance Status Board Approves Bond Issuance Resolutions 	SD/BC/FA
Week of January 17, 2022	Underwriter's Pre-Issuance Due Diligence Conference Call	SD/BC/FA UW/UWC
	Finalize Bond Pricing Schedule	
	CUSIP Numbers Ordered	
January 18/25, 2022	County Board of Supervisors Approval	CO



Eureka City Schools

Election of 2020, Series 2022

Updated December 15, 2021



Target Date	Activity	Responsible Parties
January 21/25, 2022	<ul style="list-style-type: none"> Deadline to Receive Bond Ratings Post Preliminary Official Statement (<i>Marketing Period Begins</i>) 	BC/UW
Week of January 31, 2022	Bond Pre-Pricing Conference Call <ul style="list-style-type: none"> Current Capital Market Conditions Current Bond Interest Rate Levels Recent and Pending Comparable Sales Initial Bond Offering Interest Rate and Yield Levels 	SD/BC/FA UW/UWC
Week of January 31, 2022	Bond Pricing Conference Call <ul style="list-style-type: none"> Review Order Flows and Interest Levels Review Proposed Interest Rate and Yield Levels Formal Award of Bonds 	SD/BC/FA UW/UWC
Week of January 31, 2022	Bond Pricing Completed <ul style="list-style-type: none"> Bond Purchase Agreement Finalized and Distributed Bond Purchase Agreement Signed 	SD/BC/FA UW/UWC
Pricing – Week of February 15, 2022	Processing of Bond Closing Documents <ul style="list-style-type: none"> Final Bond Documents Prepared and Distributed for Bond Closing Distribution of Final Official Statement Closing Funding Instructions Memorandum Finalized and Distributed Bond Legal Documents Signed and Returned by Principal Parties to Bond Counsel for Closing 	SD/BC/FA UW/UWC
Week of February 15, 2022	Bond Pre-Closing <ul style="list-style-type: none"> Review/Confirmation of Executed Final Bond Closing Documents 	BC
Week of February 15, 2022	Bond Closing <ul style="list-style-type: none"> Bond Fund Transfer Completed School Project Amount Deposited into District Fund No. 21 (<i>account maintained by County</i>) 	BC/UW



NEW ISSUE—FULL BOOK-ENTRY

INSURED RATING: Standard & Poor's: "___"
UNDERLYING RATING: Standard & Poor's: "___"
 (See "MISCELLANEOUS – Ratings" herein)

In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California ("Bond Counsel"), under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California personal income tax. See "TAX MATTERS" herein with respect to tax consequences relating to the Bonds.

\$ _____ *

EUREKA CITY SCHOOLS
(Humboldt County, California)
Election of 2020 General Obligation Bonds,
Series 2022

Dated: Date of Delivery

Due: August 1, as shown on inside cover page

This cover page contains certain information for quick reference only. It is not a summary of this issue. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision. Capitalized terms used but not otherwise defined on this cover page shall have the meanings assigned to such terms herein.

The Eureka City Schools (Humboldt County, California) Election of 2020 General Obligation Bonds, Series 2022 (the "Bonds"), were authorized at an election of the registered voters of Eureka City Schools, a unified school district (the "District") held on March 3, 2020, at which the requisite 55% or more of the persons voting on the proposition voted to authorize the issuance and sale of \$18,000,000 aggregate principal amount of general obligation bonds of the District. The Bonds are being issued to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities and (ii) pay the costs of issuing the Bonds.

The Bonds are general obligations of the District payable solely from *ad valorem* property taxes. The Board of Supervisors of Humboldt County is empowered and obligated to levy such *ad valorem* property taxes, without limitation as to rate or amount, upon all property within the District subject to taxation thereby (except certain personal property which is taxable at limited rates), for the payment of the principal of and interest on the Bonds when due.

The Bonds will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). Purchasers of the Bonds (the "Beneficial Owners") will not receive physical certificates representing their interest in the Bonds, but will instead receive credit balances on the books of their respective nominees. See "THE BONDS – Book-Entry Only System" herein.

The Bonds will be issued as current interest bonds. Interest on the Bonds accrues from the date of delivery of the Bonds (the "Date of Delivery"), and is payable semiannually on February 1 and August 1 of each year, commencing on February 1, 2022.

Payments of principal of and interest on the Bonds will be made by U.S. Bank National Association as paying agent (the "Paying Agent") to DTC for subsequent disbursement to DTC Participants (as defined herein) who will remit such payments to the Beneficial Owners of the Bonds. See "THE BONDS – Book-Entry Only System" herein.

The scheduled payment of principal of and interest on the Bonds when due will be guaranteed under an insurance policy to be issued concurrently with the delivery of the Bonds by _____.

[Insurer logo]

The Bonds are subject to optional and mandatory sinking fund redemption as further described herein.* See "THE BONDS – Redemption" herein.

Maturity Schedule
 (see inside front cover)

The Bonds will be offered when, as and if issued and received by the Underwriter subject to the approval of legality by Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, Bond Counsel. Certain legal matters will be passed upon for the District by Stradling Yocca Carlson & Rauth, a Professional Corporation, as Disclosure Counsel, and for the Underwriter by Kutak Rock LLP, Denver, Colorado. The Bonds, in book-entry form, will be available for delivery through the facilities of DTC in New York, New York on or about _____, 2022.

STIFEL

Dated: _____, 2022

* Preliminary, subject to change.

This Preliminary Official Statement and the information contained herein are subject to completion or amendment. These securities may not be sold, nor may offers to buy them be accepted, prior to the time the Official Statement is delivered in final form. Under no circumstances shall this Preliminary Official Statement constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of, these securities in any jurisdiction in which such offer, solicitation or sale would be unlawful.

MATURITY SCHEDULE*

\$ _____ *

EUREKA CITY SCHOOLS
(Humboldt County, California)
Election of 2020 General Obligation Bonds,
Series 2022

Base CUSIP⁽¹⁾: 298470

\$ _____ Serial Bonds

Maturity (August 1)	Principal Amount	Interest Rate	Yield	CUSIP Suffix⁽¹⁾
--------------------------------	-----------------------------	--------------------------	--------------	---------------------------------------

\$ _____ – _____ % Term Bonds due August 1, 20__ - Yield: _____ %; CUSIP Suffix⁽¹⁾:

* Preliminary, subject to change.

⁽¹⁾ CUSIP® is a registered trademark of the American Bankers Association. CUSIP Global Services (CGS) is managed on behalf of the American Bankers Association by S&P Global Market Intelligence. Copyright(c) 2021 CUSIP Global Services. All rights reserved. CUSIP® data herein is provided by CUSIP Global Services. This data is not intended to create a database and does not serve in any way as a substitute for the CGS database. CUSIP® numbers are provided for convenience of reference only. None of the District, the Underwriter, the Municipal Advisor or their agents or counsel assume responsibility for the accuracy of such numbers.

This Official Statement does not constitute an offering of any security other than the original offering of the Bonds of the District. No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained in this Official Statement, and if given or made, such other information or representation not so authorized should not be relied upon as having been given or authorized by the District.

The issuance and sale of the Bonds have not been registered under the Securities Act of 1933 or the Securities Exchange Act of 1934, both as amended, in reliance upon exemptions provided thereunder by Sections 3(a)2 and 3(a)12, respectively. This Official Statement does not constitute an offer to sell or a solicitation of an offer to buy in any state in which such offer or solicitation is not authorized or in which the person making such offer or solicitation is not qualified to do so or to any person to whom it is unlawful to make such offer or solicitation.

The information set forth herein, other than that provided by the District, has been obtained from sources which are believed to be reliable, but is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

When used in this Official Statement and in any continuing disclosure by the District in any press release and in any oral statement made with the approval of an authorized officer of the District or any other entity described or referenced in this Official Statement, the words or phrases “will likely result,” “are expected to,” “will continue,” “is anticipated,” “estimate,” “project,” “forecast,” “expect,” “intend” and similar expressions identify “forward looking statements” within the meaning of the Private Securities Litigation Reform Act of 1995. Such statements are subject to risks and uncertainties that could cause actual results to differ materially from those contemplated in such forward-looking statements. Any forecast is subject to such uncertainties. Inevitably, some assumptions used to develop the forecasts will not be realized and unanticipated events and circumstances may occur. Therefore, there are likely to be differences between forecasts and actual results, and those differences may be material.

The Underwriter has provided the following sentence for inclusion in this Official Statement: “The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.”

IN CONNECTION WITH THIS OFFERING, THE UNDERWRITER MAY OVER-ALLOT OR EFFECT TRANSACTIONS WHICH STABILIZE OR MAINTAIN THE MARKET PRICES OF THE BONDS AT LEVELS ABOVE THOSE WHICH MIGHT OTHERWISE PREVAIL IN THE OPEN MARKET. SUCH STABILIZING, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME. THE UNDERWRITER MAY OFFER AND SELL THE BONDS TO CERTAIN SECURITIES DEALERS AND DEALER BANKS AND BANKS ACTING AS AGENT AT PRICES LOWER THAN THE PUBLIC OFFERING PRICES STATED ON THE INSIDE COVER PAGE HEREOF AND SAID PUBLIC OFFERING PRICES MAY BE CHANGED FROM TIME TO TIME BY THE UNDERWRITER.

The District maintains a website and certain social media accounts. However, the information presented there is not incorporated into this Official Statement by any reference, and should not be relied upon in making investment decisions with respect to the Bonds.

References to website addresses presented herein are for informational purposes only and may be in the form of a hyperlink solely for the reader's convenience. Unless specified otherwise, such websites and the information or links contained therein are not incorporated into, and are not part of, this final official statement for purposes of, and as that term is defined in, SEC Rule 15c2-12.

EUREKA CITY SCHOOLS
(Humboldt County, California)

Board of Education

Lisa Ollivier, *President, Trustee Area 1*
Mario Fernandez, *Clerk, Trustee Area 3*
Mike Duncan, *Member, Trustee Area 2*
Susan Johnson, *Member, Trustee Area 4*
Fran Taplin, *Member, Trustee Area 5*

District Administration

Fred Van Vleck, Ed.D., *Superintendent*
Paul Ziegler, *Assistant Superintendent, Business Services*

PROFESSIONAL SERVICES

Bond and Disclosure Counsel

Stradling Yocca Carlson & Rauth,
a Professional Corporation
San Francisco, California

Municipal Advisor

California Financial Services
Ladera Ranch, California

Paying Agent

U.S. Bank National Association,
St. Paul, Minnesota

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\$ _____ *

EUREKA CITY SCHOOLS
(Humboldt County, California)
Election of 2020 General Obligation Bonds,
Series 2022
INTRODUCTION

This Official Statement, which includes the cover page, inside cover page and appendices hereto, provides information in connection with the sale of Eureka City Schools (Humboldt County, California) Election of 2020 General Obligation Bonds, Series 2022 (the “Bonds”).

This Introduction is not a summary of this Official Statement. It is only a brief description of and guide to, and is qualified by, more complete and detailed information contained in the entire Official Statement, including the cover page, inside cover page and appendices hereto, and the documents summarized or described herein. A full review should be made of the entire Official Statement. The offering of the Bonds to potential investors is made only by means of the entire Official Statement.

General

Eureka City Schools (the “District”) was organized as a unified school district, effective July 1, 1998, by the unification of the Eureka City Elementary School District and Eureka City High School District. The District was originally designated as the “Eureka Unified School District” but the District’s Board of Education (the “Board”) acted in 1997 to rename the District as “Eureka City Schools.” The District encompasses an area of approximately 290 square miles in Humboldt County, including the city of Eureka, which is located approximately 270 miles north of San Francisco and has a population of about 50,200 residents. The District operates one preschool, four elementary schools, two middle schools, one comprehensive high school, one necessary small high school and one continuation high school.

For fiscal year 2021-22, the District’s average daily attendance (“ADA”) is projected to be [3,341] students and property within the District has an assessed valuation of \$ _____. However, the District’s actual ADA and the future assessed valuation of taxable property may be affected by the ongoing COVID-19 (defined herein) outbreak. See “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein.

The District is governed by a five-member Board, each member of which is elected by trustee area to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. The management and policies of the District are administered by a Superintendent appointed by the Board who is responsible for day-to-day District operations as well as the supervision of the District’s other key personnel. Fred Van Vleck, Ed.D. is the District Superintendent.

Unless otherwise indicated, the following financial, statistical and demographic data has been provided by the District. Additional information concerning the District and copies of the most recent and subsequent audited financial reports of the District may be obtained by contacting: Eureka City Schools, 2100 J Street, Eureka, California 95501, Attention: Assistant Superintendent, Business Services.

See “TAX BASE FOR REPAYMENT OF BONDS” herein for more information regarding the District’s assessed valuation, and “DISTRICT FINANCIAL INFORMATION” and “EUREKA CITY SCHOOLS” herein for more information regarding the District generally. The District’s audited financial statements for the fiscal year ended June 30, 2021 are attached hereto as APPENDIX B and should be read in their entirety.

Purpose of the Bonds

The Bonds are being issued by the District to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities, and (ii) pay the costs of issuing the Bonds.

See “THE BONDS – Application and Investment of Bond Proceeds” and “ESTIMATED SOURCES AND USES OF FUNDS” herein.

Authority for Issuance of the Bonds

The Bonds are issued pursuant to certain provisions of the Government Code and pursuant to the resolution of the Board approved on January 13, 2022 (the “Resolution”). See “THE BONDS – Authority for Issuance” herein.

Sources of Payment for the Bonds

The Bonds are general obligations of the District payable solely from *ad valorem* property taxes. The Board of Supervisors of the County (the “County Board”) is empowered and obligated to levy such *ad valorem* property taxes, without limitation as to rate or amount, upon all property within the District subject to taxation thereby (except certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds when due. See “THE BONDS – Security and Sources of Payment” and “TAX BASE FOR REPAYMENT OF BONDS” herein.

Description of the Bonds

Form and Registration. The Bonds will be issued in fully registered form only, without coupons. The Bonds will be initially registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (“DTC”), who will act as securities depository for the Bonds. See “THE BONDS – General Provisions” and “– Book-Entry Only System” herein. Purchasers of the Bonds (the “Beneficial Owners”) will not receive physical certificates representing their interests in the Bonds purchased, but will instead receive credit balances on the books of their respective nominees. In the event that the book-entry only system described below is no longer used with respect to the Bonds, the Bonds will be registered in accordance with the Resolution described herein. See “THE BONDS – Discontinuation of Book-Entry Only System; Registration, Payment and Transfer of Bonds” herein.

So long as Cede & Co. is the registered owner of the Bonds, as nominee of DTC, references herein to the “Owners,” “Bondowners” or “Holders” of the Bonds (other than under the caption “TAX MATTERS” herein and in APPENDIX A attached hereto) will mean Cede & Co. and will not mean the Beneficial Owners of the Bonds.

Denominations. Individual purchases of interests in the Bonds will be available to purchasers of the Bonds in the denominations of \$5,000 principal amount, or any integral multiples thereof.

Redemption.* The Bonds are subject to optional and mandatory sinking fund redemption prior to their stated maturity dates, as further described herein. See “THE BONDS– Redemption” herein.

Payments. The Bonds will be dated as of the date of their initial execution and issuance (the “Date of Delivery”). The Bonds will be issued as current interest bonds, such that interest thereon will accrue from the Date of Delivery, and be payable semiannually on each February 1 and August 1, commencing

* Preliminary, subject to change.

August 1, 2022 (each, a “Bond Payment Date”). Principal on the Bonds is payable on August 1 of each year, as shown on the inside cover pages hereof.

Payments of the principal of and interest on the Bonds will be made by U.S. Bank National Association, as the designated paying agent, bond registrar and transfer agent (the “Paying Agent”), to DTC for subsequent disbursement through DTC Participants (defined herein) to the Beneficial Owners of the Bonds.

Bond Insurance. [To Come].

Tax Matters

In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California (“Bond Counsel”), under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California (the “State”) personal income tax. See “TAX MATTERS” herein.

Offering and Delivery of the Bonds

The Bonds are offered when, as and if issued, subject to approval as to their legality by Bond Counsel. It is anticipated that the Bonds in book-entry form will be available for delivery through DTC in New York, New York, on or about _____, 2022.*

Bond Owner’s Risks

The Bonds are general obligations of the District payable solely from *ad valorem* property taxes which are authorized to be levied on all taxable property in the District, without limitation as to rate or amount (except with respect to certain personal property which is taxable at limited rates). For more complete information regarding taxation of property within the District, and certain other considerations, see “TAX BASE FOR REPAYMENT OF BONDS” and “LIMITATION ON REMEDIES; BANKRUPTCY” herein.

Continuing Disclosure

The District will covenant for the benefit of the Owners and Beneficial Owners of the Bonds to make available certain financial information and operating data relating to the District and to provide notices of the occurrence of certain listed events, in order to assist the Underwriter (as defined herein) in complying with Securities and Exchange Commission Rule 15c2-12(b)(5) (the “Rule”). See “LEGAL MATTERS – Continuing Disclosure” herein. The specific nature of the information to be made available and the notices of listed events required to be provided are described in “ APPENDIX C – FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE BONDS” attached hereto.

Professionals Involved in the Offering

Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, is acting as Bond Counsel and Disclosure Counsel to the District with respect to the Bonds. California Financial Services, Ladera Ranch, California, is acting as Municipal Advisor to the District in connection with the Bonds. Stradling Yocca Carlson & Rauth, a Professional Corporation and California Financial Services will receive compensation from the District contingent upon the sale and delivery of the Bonds. Certain matters will be passed on for the Underwriter by Kutak Rock LLP, Denver, Colorado. From time to time, Bond Counsel represents the Underwriter on matters unrelated to the District or the Bonds.

Forward Looking Statements

Certain statements included or incorporated by reference in this Official Statement constitute “forward-looking statements” within the meaning of the United States Private Securities Litigation Reform Act of 1995, Section 21E of the United States Securities Exchange Act of 1934, as amended, and Section 27A of the United States Securities Act of 1933, as amended. Such statements are generally identifiable by the terminology used such as “plan,” “expect,” “estimate,” “project,” “intend,” “budget” or other similar words. Such forward-looking statements include, but are not limited to, certain statements contained in the information regarding the District herein.

THE ACHIEVEMENT OF CERTAIN RESULTS OR OTHER EXPECTATIONS CONTAINED IN SUCH FORWARD-LOOKING STATEMENTS INVOLVE KNOWN AND UNKNOWN RISKS, UNCERTAINTIES AND OTHER FACTORS WHICH MAY CAUSE ACTUAL RESULTS, PERFORMANCE OR ACHIEVEMENTS DESCRIBED TO BE MATERIALLY DIFFERENT FROM ANY FUTURE RESULTS, PERFORMANCE OR ACHIEVEMENTS EXPRESSED OR IMPLIED BY SUCH FORWARD-LOOKING STATEMENTS. THE DISTRICT DOES NOT PLAN TO ISSUE ANY UPDATES OR REVISIONS TO THE FORWARD-LOOKING STATEMENTS SET FORTH IN THIS OFFICIAL STATEMENT.

Other Information

This Official Statement speaks only as of its date, and the information contained herein is subject to change.

Copies of documents referred to herein and information concerning the Bonds are available from the Eureka City Schools, 2100 J Street, Eureka, California 95501, telephone: (707) 441-2400. The District may impose a charge for copying, mailing and handling.

No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained herein and, if given or made, such other information or representations must not be relied upon as having been authorized by the District. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy nor shall there be any sale of the Bonds by a person in any jurisdiction in which it is unlawful for such person to make such an offer, solicitation or sale.

This Official Statement is not to be construed as a contract with the purchasers of the Bonds. Statements contained in this Official Statement which involve estimates, forecasts or matters of opinion, whether or not expressly so described herein, are intended solely as such and are not to be construed as representations of fact. The summaries and references to documents, statutes and constitutional provisions referred to herein do not purport to be comprehensive or definitive, and are qualified in their entirety by reference to each such documents, statutes and constitutional provisions.

The information set forth herein, other than that provided by the District, has been obtained from official sources which are believed to be reliable but it is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

THE BONDS

Authority for Issuance

The Bonds are issued pursuant to the provisions of Government Code Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5, commencing with Section 53506 *et seq.*, as amended, Article XIII A of the State Constitution (“Article XIII A”) and pursuant to the Resolution. The District received authorization at an election held on March 3, 2020 by the requisite fifty-five percent of the votes cast by eligible voters within the District to issue \$18,000,000 aggregate principal amount of general obligation bonds (the “2020 Authorization”). The Bonds are the first and only series of bonds issued under the 2020 Authorization, and following the issuance thereof, no meaningful amount of the 2020 Authorization will remain.*

Security and Sources of Payment

The Bonds are general obligations of the District payable solely from the proceeds of *ad valorem* property taxes. The County Board is empowered and obligated to levy such *ad valorem* property taxes, without limitation as to rate or amount, upon all property within the District subject to taxation thereby (except certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds when due. Such *ad valorem* property taxes will be levied annually in addition to all other taxes in an amount sufficient to pay the principal of and interest on the Bonds when due. The levy may include an allowance for an annual reserve, established for the purpose of avoiding fluctuating tax levies. While the County has historically levied *ad valorem* property taxes to establish such a reserve for other bonds of the District, the County is not obligated to establish or maintain such a reserve for the Bonds, and the District can make no representations that the County will do so in future years. Such taxes, when collected, will be placed by the County in the Debt Service Fund (defined herein) established by the Resolution, which funds are required to be segregated and maintained by the County and which are designated for the payment of the Bonds, and interest thereon when due, and for no other purpose. Pursuant to the Resolution, the District has pledged funds on deposit in the Debt Service Fund to the payment of the Bonds. Although the County is obligated to levy *ad valorem* property taxes for the payment of the Bonds as described above, and will maintain the Debt Service Fund, the Bonds are not a debt of the County.

Moneys in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the series of Bonds to which such fund relates, as the same becomes due and payable, will be transferred by the County to the Paying Agent. The Paying Agent will in turn remit the funds to DTC for remittance of such principal and interest to its Participants (as defined herein) for subsequent disbursement to the respective Beneficial Owners of such Bonds.

The rate of the annual *ad valorem* property taxes levied by the County to repay the Bonds as described above will be determined by the relationship between the assessed valuation of taxable property in the District and the amount of debt service due on the Bonds in any year. Fluctuations in

* Preliminary, subject to change.

the annual debt service on the Bonds and the assessed value of taxable property in the District may cause the annual tax rates to fluctuate. Economic and other factors beyond the District's control, such as general market decline in land values, outbreak of disease, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State of California (the "State") and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, flood, fire, wildfire, drought or toxic contamination, could cause a reduction in the assessed value of taxable property within the District and necessitate a corresponding increase in the respective annual tax rates. For further information regarding the District's assessed valuation, tax rates, overlapping debt, and other matters concerning taxation, see "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution", "TAX BASE FOR PAYMENT OF BONDS" and See "DISTRICT FINANCIAL INFORMATION– Considerations Regarding COVID-19" herein.

Statutory Lien

Pursuant to Government Code Section 53515, the Bonds will be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment thereof. The lien automatically attaches, without further action or authorization by the Board, and is valid and binding from the time the Bonds are executed and delivered. The revenues received pursuant to the levy and collection of the *ad valorem* property tax will be immediately subject to the lien, and such lien will be enforceable against the District, its successor, transferees and creditors, and all other parties asserting rights therein, irrespective of whether such parties have notice of the lien and without the need for physical delivery, recordation, filing or further act.

This statutory lien, by its terms, secures not only the Bonds, but also any other bonds of the District issued after January 1, 2016 and payable, as to both principal and interest, from the proceeds of *ad valorem* property taxes that may be levied pursuant to paragraphs (2) and (3) of subdivision (b) of Section 1 of Article XIII A of the State Constitution. The statutory lien provision does not specify the relative priority of obligations so secured or a method of allocation in the event that the revenues received pursuant to the levy and collection of such *ad valorem* property taxes are insufficient to pay all amounts then due and owing that are secured by the statutory lien.

Bond Insurance

[To Come]

General Provisions

The Bonds will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co. as nominee for DTC. See "— Book-Entry Only System" herein. Beneficial Owners will not receive certificates representing their interest in the Bonds, but will instead receive credit balances on the books of their respective nominees. The Bonds will be dated as of the Date of Delivery.

The Bonds will be issued as current interest bonds, such that interest thereon will accrue from the Date of Delivery, and be payable semiannually on February 1 and August 1 of each year, commencing August 1, 2022. Interest on Bonds will be computed on the basis of a 360-day year of twelve, 30-day months. Each Bond will bear interest from the Bond Payment Date next preceding the

date of authentication thereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it will bear interest from such Bond Payment Date, or unless it is authenticated on or before July 15, 2022, in which event it will bear interest from the Date of Delivery. The Bonds are issuable in denominations of \$5,000 principal amount or any integral multiple thereof. The Bonds mature on August 1, in the years and amounts set forth on the inside cover hereof.

Payment. The principal of the Bonds will be payable in lawful money of the United States of America to the registered Owner thereof, upon the surrender thereof at the principal office of the Paying Agent. The interest on the Bonds will be payable in lawful money to the person whose name appears on the bond registration books of the Paying Agent as the registered Owner thereof as of the 15th day of the month preceding any Bond Payment Date (a “Record Date”), whether or not such day is a business day, such interest to be paid by wire transfer on such Bond Payment Date to such bank and account number as the registered Owner may have filed with the Paying Agent for that purpose. See “THE BONDS – Book-Entry Only System” herein.

Annual Debt Service

The following table displays the annual debt service requirements of the District for the Bonds (assuming no optional redemptions):

Year Ending (Aug. 1)	Annual Principal Payment	Annual Interest Payment⁽¹⁾	Total Annual Debt Service Payment
-------------------------------------	---	--	--

Total

⁽¹⁾ Interest payments on the Bonds will be made semiannually on February 1 and August 1 of each year, commencing August 1, 2022.

See “DISTRICT FINANCIAL INFORMATION – District Debt Structure – General Obligation Bonds” herein for a breakdown by issuance of the annual debt service requirements for the District’s outstanding general obligation bonded debt.

Application and Investment of Bond Proceeds

The Bonds are being issued to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities, and (ii) pay the costs of issuing the Bonds.

The net proceeds from the sale of the Bonds will be paid to the County treasury to the credit of the building fund (the “Building Fund”) created by the Resolution, and shall be accounted for separately from all other District and County funds. Any accrued interest or premium received by the County from the sale of the Bonds will be paid to the County treasury, to the credit of the debt service fund created by the Resolution (the “Debt Service Fund”) and used only for payment of principal of and interest on the Bonds, and for no other purpose. Any excess proceeds of the Bonds not needed for the authorized purposes for which the Bonds are being issued shall be transferred to the Debt Service Fund. If, after payment in full of the Bonds, there remain excess proceeds, any such excess amounts shall be transferred to the general fund of the District as permitted by law.

Investment of Proceeds. Moneys in the Building Fund and Debt Service Fund will be invested through the County’s pooled investment fund. See “APPENDIX E – HUMBOLDT COUNTY TREASURY POOL” herein.

Redemption

Optional Redemption.* The Bonds maturing on and before August 1, 20__ are not subject to redemption prior to their fixed maturity dates. The Bonds maturing on and after August 1, 20__ may be redeemed prior to their respective stated maturity dates at the option of the District, from any source of funds, in whole or in part, on August 1, 20__ or on any date thereafter, at a redemption price equal to the principal amount of such Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

Mandatory Redemption.* The Bonds maturing on August 1, 20__ (the “Term Bonds”), are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20__, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amount of such Term Bonds to be so redeemed and the dates therefor and the final payment date is as indicated in the following table:

**Year Ending
August 1**

**Principal
To Be Redeemed**

⁽¹⁾ Maturity.

In the event that a portion of the Term Bonds are optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 of principal amount, in respect to the portion of such Term Bonds optionally redeemed.

* Preliminary, subject to change.

Selection of Bonds for Redemption. Whenever provision is made for the optional redemption of Bonds and less than all Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, will select Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent will select Bonds for redemption by lot. Redemption by lot will be in such manner as the Paying Agent shall determine; provided, however, that with respect to redemption by lot, the portion of any Bond to be redeemed in part will be in the principal amount of \$5,000, or any integral multiple thereof.

Redemption Notice. When redemption is authorized or required pursuant to the Resolution, the Paying Agent, upon written instruction from the District, will give notice (a “Redemption Notice”) of the redemption of the Bonds. Each Redemption Notice will specify (a) the Bonds or designated portions thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, (b) the date of redemption, (c) the place or places where the redemption will be made, including the name and address of the Paying Agent, (d) the redemption price, (e) the CUSIP numbers (if any) assigned to the Bonds to be redeemed, (f) the Bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the principal amount of such Bond to be redeemed, and (g) the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part.

The Paying Agent will take the following actions with respect to each such Redemption Notice: (a) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given to the respective Owners of Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the bond register; (b) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given by registered or certified mail, postage prepaid, telephonically confirmed facsimile transmission, or overnight delivery service, to the Securities Depository; (c) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given by registered or certified mail, postage prepaid, or overnight delivery service, to one of the Information Services; and (d) provide a Redemption Notice to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

“Information Services” means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access.

“Securities Depository” shall mean The Depository Trust Company, 55 Water Street, New York, New York 10041.

A certificate of the Paying Agent or the District that a Redemption Notice has been given as provided in the Resolution will be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given will affect the sufficiency of the proceedings for the redemption of the affected Bonds. Each check issued or other transfer of funds made by the Paying Agent for the purpose of redeeming Bonds will bear or include the CUSIP number identifying, by issue and maturity, the Bonds being redeemed with the proceeds of such check or other transfer.

Payment of Redeemed Bonds. When a Redemption Notice has been given substantially as described above, and, when the amount necessary for the redemption of the Bonds called for redemption (principal, interest, and premium, if any) is irrevocably set aside in trust for that purpose, as described in “—Defeasance,” the Bonds designated for redemption in such notice will become due and payable on the date fixed for redemption thereof and upon presentation and surrender of said Bonds at the place specified in the Redemption Notice, said Bonds will be redeemed and paid at the redemption price out of such funds. All unpaid interest payable at or prior to the redemption date will continue to be payable to the respective Owners, but without interest thereon.

Partial Redemption of Bonds. Upon the surrender of any Bond redeemed in part only, the Paying Agent will execute and deliver to the Owner thereof a new Bond or Bonds of like tenor and maturity and of authorized denominations equal in principal amounts to the unredeemed portion of the Bond surrendered. Such partial redemption is valid upon payment of the amount required to be paid to such Owner, and the County and the District will be released and discharged thereupon from all liability to the extent of such payment.

Effect of Redemption Notice. If on the applicable designated redemption date, money for the redemption of the Bonds to be redeemed, together with interest to such redemption date, is held by an independent escrow agent selected by the District so as to be available therefor on such redemption date as described in “—Defeasance,” and if a Redemption Notice thereof will have been given substantially as described above, then from and after such redemption date, interest on the Bonds to be redeemed shall cease to accrue and become payable.

Rescission of Redemption Notice. With respect to any Redemption Notice in connection with the optional redemption of Bonds (or portions thereof) as described above, unless upon the giving of such notice such Bonds or portions thereof shall be deemed to have been defeased as described in “—Defeasance,” such Redemption Notice will state that such redemption will be conditional upon the receipt by an independent escrow agent selected by the District, on or prior to the date fixed for such redemption, of the moneys necessary and sufficient to pay the principal, premium, if any, and interest on, such Bonds (or portions thereof) to be redeemed, and that if such moneys shall not have been so received said Redemption Notice will be of no force and effect, no portion of the Bonds will be subject to redemption on such date and such Bonds will not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption will not be made and the Paying Agent will within a reasonable time thereafter (but in no event later than the date originally set for redemption) give notice to the persons to whom and in the manner in which the Redemption Notice was given that such moneys were not so received. In addition, the District will have the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent will distribute a notice of the rescission of such Redemption Notice in the same manner as such notice was originally provided.

Bonds No Longer Outstanding. When any Bonds (or portions thereof), which have been duly called for redemption prior to maturity, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held irrevocably in trust for the payment of the redemption price of such Bonds or portions thereof, and, accrued interest thereon to the date fixed for redemption, then such Bonds will no longer be deemed outstanding and shall be surrendered to the Paying Agent for cancellation.

Book-Entry Only System

The information under this caption concerning DTC and DTC’s book-entry system has been obtained from sources that the District believes to be reliable, but the District takes no responsibility for the accuracy or completeness thereof. The District cannot and does not give any assurances that DTC, Direct Participants or Indirect Participants (as defined herein) (collectively, the “DTC Participants”) will distribute to the Beneficial Owners (a) payments of interest, principal or premium, if any, with respect to the Bonds, (b) certificates representing ownership interest in or other confirmation or ownership interest in the Bonds, or (c) redemption or other notices sent to DTC or Cede & Co., its nominee, as the registered owner of the Bonds, or that they will so do on a timely basis or that DTC, Direct Participants or Indirect Participants will act in the manner described in this Official Statement. The current “Rules” applicable to

DTC are on file with the Securities and Exchange Commission and the current “Procedures” of DTC to be followed in dealing with DTC Participants are on file with DTC.

The Depository Trust Company (“DTC”), New York, NY, will act as securities depository for the Bonds. The Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC’s partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Bond certificate will be issued for each of maturity of the Bonds, each in the aggregate principal amount of such bond, and will be deposited with DTC.

DTC, the world’s largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a “banking organization” within the meaning of the New York Banking Law, a member of the Federal Reserve System, a “clearing corporation” within the meaning of the New York Uniform Commercial Code, and a “clearing agency” registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.5 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC’s participants (“Direct Participants”) deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants’ accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation (“DTCC”). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly (“Indirect Participants”). DTC has a Standard & Poor’s rating of AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com. However, the information presented on such website is not incorporated herein by any reference to such website.

Purchases of Bonds under the DTC system must be made by or through Direct Participants, which will receive a credit for the Bonds on DTC’s records. The Beneficial Owner is in turn to be recorded on the Direct and Indirect Participants’ records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Bonds are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in Bonds, except in the event that use of the book-entry system for the Bonds is discontinued.

To facilitate subsequent transfers, all Bonds deposited by Direct Participants with DTC are registered in the name of DTC’s partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Bonds with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Bonds; DTC’s records reflect only the identity of the Direct Participants to whose accounts such Bonds are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Bonds may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Bonds, such as redemptions, tenders, defaults, and proposed amendments to the Bond documents. For example, Beneficial Owners of Bonds may wish to ascertain that the nominee holding the Bonds for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

Redemption notices shall be sent to DTC. If less than all of the Bonds within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to the Bonds unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the District as soon as possible after the Record Date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Redemption proceeds or distributions on the Bonds will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the District or Paying Agent, on the payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Paying Agent, or the District, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds or distributions to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the District or the Paying Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

DTC may discontinue providing its services as depository with respect to the Bonds at any time by giving reasonable notice to the District or the Paying Agent. Under such circumstances, in the event that a successor depository is not obtained, Bond certificates are required to be printed and delivered. The District may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Bond certificates will be printed and delivered to DTC.

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the District believes to be reliable, but the District takes no responsibility for the accuracy thereof.

Discontinuation of Book-Entry Only System; Payment to Beneficial Owners

So long as any of the Bonds remain outstanding, the District will cause the Paying Agent to maintain at its principal office all books and records necessary for the registration, exchange and transfer of such Bonds, which shall at all times be open to inspection by the District, and, upon presentation for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, register, exchange or transfer or cause to be registered, exchanged or transferred, on said books, Bonds as provided in the Resolution.

In the event that the book-entry only system as described herein is no longer used with respect to the Bonds, the following provisions will govern the registration, transfer, and exchange of the Bonds.

The principal of, premium and interest on the Bonds upon the redemption thereof will be payable in lawful money of the United States of America upon presentation and surrender of the Bonds at the principal trust office of the Paying Agent. Interest on the Bonds will be paid by the Paying Agent by wire to a bank and account number on file with the Paying Agent as of the Record Date.

Any Bond may be exchanged for Bonds of like tenor, maturity and Transfer Amount (which with respect to any outstanding Bonds means the principal amount thereof) upon presentation and surrender at the principal trust office of the Paying Agent, together with a request for exchange signed by the registered Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Bond may be transferred only on the Bond Register by the person in whose name it is registered, in person or by their duly authorized attorney, upon surrender of such Bond for cancellation at the office of the Paying Agent, accompanied by delivery of a written instrument of transfer in a form approved by the Paying Agent, duly executed. Upon exchange or transfer, the Paying Agent shall register, authenticate and deliver a new Bond or Bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Bond surrendered and bearing interest at the same rate and maturing on the same date.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Bonds during a period beginning with the opening of business on the 16th day next preceding any Bond Payment Date, the stated maturity of any of the Bonds or any date of selection of Bonds to be redeemed and ending with the close of business on the applicable Bond Payment Date, the close of business on the applicable stated maturity date or any day on which the applicable notice of redemption is given or (b) to transfer any Bonds which have been selected or called for redemption in whole or in part.

Defeasance

All or any portion of the outstanding maturities of the Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which together with amounts transferred from the respective Debt Service Fund (if any) is sufficient to pay all such Bonds outstanding and designated for defeasance (including all principal thereof, interest thereon and redemption premium, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations together with cash, if required, together with interest to accrue thereon and moneys transferred from the respective Debt Service Fund (if any), in such amount as will, together with the interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Bonds outstanding and designated for defeasance (including all principal thereof, interest thereon and redemption premium, if any) at or before their maturity date;

then, notwithstanding that any Bonds shall not have been surrendered for payment, all obligations of the District with respect to all outstanding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) above, to the Owners of the Bonds not so surrendered and paid all sums due with respect thereto.

“Government Obligations” means direct and general obligations of the United States of America, or obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or obligations the payment of the principal of and interest on which is secured, guaranteed or otherwise backed by, directly or indirectly, a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c) the underlying United States obligations are held in a special account, segregated from the custodian’s general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed by S&P Global Ratings (“S&P”) or Moody’s Investors Service (“Moody’s”) at least as high as direct or general obligations of the United States of America.

ESTIMATED SOURCES AND USES OF FUNDS

The proceeds of the Bonds are expected to be applied as follows:

Sources of Funds

Principal Amount of Bonds
[Net] Original Issue Premium
Total Sources

Uses of Funds

Building Fund
Debt Service Fund
Underwriter’s Discount
Costs of Issuance⁽¹⁾
Total Uses

⁽¹⁾ Reflects the costs of issuance of the Bonds, including, but not limited to, the rating agency fees, demographics and filing fees, printing costs, legal fees, municipal advisory fees and the costs and fees of the Paying Agent to be paid from proceeds of the Bonds.

TAX BASE FOR REPAYMENT OF BONDS

The information in this section describes ad valorem property taxation, assessed valuation, and other measures of the tax base of the District. The Bonds are payable solely from ad valorem property taxes levied and collected by the County on taxable property in the District. The District’s general fund is not a source for the repayment of the Bonds.

Ad Valorem Property Taxation

District property taxes are assessed and collected by the County at the same time and on the same tax rolls as county, city and special district taxes. Assessed valuations are the same for both District and County taxing purposes.

Taxes are levied for each fiscal year on taxable real and personal property which is located within the boundaries of the District as of the preceding January 1. For assessment and collection purposes, property is classified either as “secured” or “unsecured” and is listed accordingly on separate parts of the assessment roll. The “secured roll” is that part of the assessment roll containing State assessed public utilities property and real property having a tax lien which is sufficient, in the opinion of the assessor, to secure payment of the taxes. Property not attached to land, such as personal or business property, is assessed on the “unsecured roll.” A supplemental roll is developed when property changes hands or new construction is completed. The County levies and collects all property taxes for property falling within the County’s taxing boundaries.

The valuation of secured property is established as of January 1 and is subsequently equalized in August. Property taxes are payable in two installments, due November 1 and February 1 respectively and become delinquent on December 10 and April 10 respectively. A 10% penalty attaches to any delinquent installment, plus a minimum \$10 cost on the second installment, plus any additional amount determined by the Treasurer. Property on the secured roll with delinquent taxes is declared tax-defaulted on or about the end of the County’s fiscal year. Such property may thereafter be redeemed by payment of the delinquent taxes and the delinquency penalty, plus a redemption penalty of 1.5% per month to the time of redemption, and a redemption fee. If taxes are unpaid for a period of five years or more, the property is subject to sale by the tax-collecting authority of the County.

Property taxes on the unsecured roll are due as of the January 1 lien date and become delinquent if they are not paid by August 31. In the case of unsecured property taxes, a 10% penalty attaches to delinquent taxes on property on the unsecured roll, and an additional penalty of 1.5% per month begins to accrue beginning November 1 of the fiscal year, and a lien may be recorded against the assessee. The taxing authority has four ways of collecting unsecured personal property taxes: (1) a civil action against the assessee; (2) filing a certificate in the office of the County Clerk specifying certain facts in order to obtain a judgment lien on specific property of the assessee; (3) filing a certificate of delinquency for record in the County Recorder’s office in order to obtain a lien on specified property of the assessee; and (4) seizure and sale of personal property, improvements or possessory interests belonging or assessed to the assessee.

State law exempts from taxation \$7,000 of the full cash value of an owner-occupied dwelling, but this exemption does not result in any loss of revenue to local agencies, since the State reimburses local agencies for the value of the exemptions.

All property is assessed using full cash value as defined by Article XIII A. State law provides exemptions from *ad valorem* property taxation for certain classes of property such as churches, colleges, non-profit hospitals, and charitable institutions.

Future assessed valuation growth allowed under Article XIII A (new construction, certain changes of ownership, 2% inflation) is allocated on the basis of “situs” among the jurisdictions that serve the tax rate area within which the growth occurs. Local agencies, including school districts, will share the growth of “base” revenues from the tax rate area. Each year’s growth allocation becomes part of each agency’s allocation in the following year.

Assessed Valuations

Property within the District has a total assessed valuation for fiscal year 2021-22 of \$_____. The following table represents the 10-year history of assessed valuations in the District.

ASSESSED VALUATIONS Fiscal Year 2012-13 through 2021-22 Eureka City Schools

	<u>Local Secured</u>	<u>Utility</u>	<u>Unsecured</u>	<u>Total</u>	<u>Percent Change</u>
2012-13	\$3,587,567,024	\$1,403,230	\$188,083,416	\$3,777,053,670	--
2013-14	3,642,872,444	1,403,230	185,354,226	3,829,629,900	1.39%
2014-15	3,702,248,312	1,403,230	189,931,657	3,893,583,199	1.67
2015-16	3,814,783,479	1,403,230	198,150,672	4,014,337,381	3.10
2016-17	3,899,933,596	1,514,405	204,677,772	4,106,125,773	2.29
2017-18	4,021,159,753	1,514,405	197,627,916	4,220,302,074	2.78
2018-19	4,162,297,265	1,064,195	202,149,581	4,365,511,041	3.44
2019-20	4,339,502,701	1,064,195	206,552,103	4,547,118,999	4.16
2020-21	4,543,948,344	4,165,005	212,290,010	4,760,403,359	4.70
2021-22					

Source: California Municipal Statistics, Inc; Percent change figures provided by the Municipal Advisor.

Economic and other factors beyond the District's control, such as a general market decline in property values, disruption in financial markets that may reduce availability of financing for purchasers of property, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), the outbreak of disease, or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, flood, fire, wildfire, drought or toxic contamination, could cause a reduction in the assessed value of taxable property within the District. Any such reduction would result in a corresponding increase in the annual tax rates levied by the County to pay the debt service with respect to the Bonds. See "THE BONDS – Security and Sources of Payment" and "DISTRICT FINANCIAL INFORMATION– Considerations Regarding COVID-19" herein.

Drought. In recent years California has experienced severe drought conditions. In January of 2014, the Governor declared a statewide Drought State of Emergency. As of such date, the State faced water shortfalls due to the driest year in recorded State history, the State's river and reservoirs were below their record low levels, and manual and electronic readings recorded the water content of snowpack at the highest elevations in the State (chiefly in the Sierra Nevada mountain range) at about 20% of normal average for the winter season. Following the Governor's declaration, the California State Water Resources Control Board (the "Water Board") issued a statewide notice of water shortages and potential future curtailment of water right diversions. In April 2017, the Governor lifted the drought emergency declaration, while retaining a prohibition on wasteful practices and advancing conservation measures. In April 2021, the Governor declared emergency drought declarations in two Northern California counties following two years of dry conditions. On May 10, 2021, the Governor expanded the emergency drought declaration to include an additional 29 counties throughout the State. On October 19, 2021, the Governor extended the declaration to include the remaining counties, such that the drought state of emergency is now in effect statewide.

Seismic Events. The District is also located in a seismically active region of the State. An earthquake of large magnitude could result in extensive damage to property within the District and

could adversely affect the assessed valuation of property within the District, or more generally the region's economy.

Wildfire. In addition, major wildfires have occurred in recent years in different regions of the State, including significant fires throughout the fall of 2020 and summer of 2021. The Governor has previously signed a number of measures into law intended to address a variety of issues related to mitigating the risk of wildfires, including forest management, mutual aid for fire departments, emergency alerts and other safety mandates.

Portions of the District are located in an area which the Department of Forestry and Fire Protection of the State of California has designated as a very high fire hazard severity zone. Mapping of the areas, referred to as Fire Hazard Severity Zones (FHSZ), is based on data and models of, potential fuels over a 30-50 year time horizon and their associated expected fire behavior, and expected burn probabilities to quantify the likelihood and nature of vegetation fire exposure (including firebrands) to new construction. More information regarding Fire Hazard Severity Zones, including the most recent Fire Hazard Severity Zone Maps, can be found at the California Department of Forestry and Fire Protection website at <https://osfm.fire.ca.gov/divisions/wildfire-planning-engineering/wildland-hazards-building-codes/fire-hazard-severity-zones-maps/>, though such website is not incorporated herein by reference.

Appeals and Adjustments of Assessed Valuation. Under State law, property owners may apply for a reduction of their property tax assessment by filing a written application, in form prescribed by the State Board of Equalization (the "SBE"), with the appropriate county board of equalization or assessment appeals board. In most cases, the appeal is filed because the applicant believes that present market conditions (such as residential home prices) cause the property to be worth less than its current assessed value. Any reduction in the assessment ultimately granted as a result of such appeal applies to the year for which application is made and during which the written application was filed. Such reductions are subject to yearly reappraisals and may be adjusted back to their original values when market conditions improve. Once the property has regained its prior value, adjusted for inflation, it once again is subject to the annual inflationary factor growth rate allowed under Article XIII A. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution" herein.

A second type of assessment appeal involves a challenge to the base year value of an assessed property. Appeals for reduction in the base year value of an assessment, if successful, reduce the assessment for the year in which the appeal is taken and prospectively thereafter. The base year is determined by the completion date of new construction or the date of change of ownership. Any base year appeal must be made within four years of the change of ownership or new construction date.

In addition to the above-described taxpayer appeals, county assessors may independently reduce assessed valuations based on changes in the market value of property, or for other factors such as the complete or partial destruction of taxable property caused by natural or man-made disasters such as earthquakes, floods, fire, wildfire, drought or toxic contamination pursuant to relevant provisions of the State Constitution. See also "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution" herein. Such reductions are subject to yearly reappraisals by the county assessor and may be adjusted back to their original values when real estate market conditions improve. Once property has regained its prior assessed value, adjusted for inflation, it once again is subject to the annual inflationary growth rate factor allowed under Article XIII A.

No assurance can be given that future property tax appeals, or actions by the County Assessor will not significantly reduce the assessed valuation of property within the boundaries of the District.

Assembly Bill 102. On June 27, 2017, the Governor signed into law Assembly Bill 102 (“AB 102”). AB 102 restructures the functions of the SBE and creates two new separate agencies: (i) the California Department of Tax and Fee Administration, and (ii) the Office of Tax Appeals. Under AB 102, the California Department of Tax and Fee Administration will take over programs previously in the SBE Property Tax Department, such as the Tax Area Services Section, which is responsible for maintaining all property tax-rate area maps and for maintaining special revenue district boundaries. Under AB 102, the SBE will continue to perform the duties assigned by the State Constitution related to property taxes, however, beginning January 1, 2018, the SBE will only hear appeals related to the programs that it constitutionally administers and the Office of Tax Appeals will hear appeals on all other taxes and fee matters, such as sales and use tax and other special taxes and fees. AB 102 obligates the Office of Tax Appeals to adopt regulations as necessary to carry out its duties, powers, and responsibilities. No assurances can be given as to the effect of such regulations on the appeals process or on the assessed valuation of property within the District.

Assessed Valuation by Jurisdiction. The following table shows the District’s assessed valuation by jurisdiction for fiscal year 2021-22.

ASSESSED VALUATION AND PARCELS BY JURISDICTION
Fiscal Year 2021-22
Eureka City Schools

<u>Jurisdiction:</u>	<u>Assessed Valuation in District</u>	<u>% of District</u>	<u>Assessed Valuation of Jurisdiction</u>	<u>% of Jurisdiction in District</u>
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Source: California Municipal Statistics, Inc.

Assessed Valuation by Land Use. The following table shows the distribution of taxable property within the District by principal use, as measured by assessed valuation and parcels in fiscal year 2021-22.

ASSESSED VALUATION AND PARCELS BY LAND USE
Fiscal Year 2021-22
Eureka City Schools

<u>Non-Residential:</u>	2021-22 <u>Assessed Valuation</u>⁽¹⁾	% of <u>Total</u>	No. of <u>Parcels</u>	% of <u>Total</u>
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(1) Local secured assessed valuation, excluding tax-exempt property.
Source: *California Municipal Statistics, Inc.*

Assessed Valuation of Single Family Homes. The following table shows the distribution of single family homes within the District among various fiscal year 2021-22 assessed valuation ranges, as well as the average and median assessed valuation of single family homes within the District.

ASSESSED VALUATION OF SINGLE FAMILY HOMES

Fiscal Year 2021-22

Eureka City Schools

	<u>No. of Parcels</u>	<u>2021-22 Assessed Valuation</u>	<u>Average Assessed Valuation</u>	<u>Median Assessed Valuation</u>			
Single Family Residential							
	<u>2021-22 Assessed Valuation</u>	<u>No. of Parcels⁽¹⁾</u>	<u>% of Total</u>	<u>Cumulative % of Total</u>	<u>Total Valuation</u>	<u>% of Total</u>	<u>Cumulative % of Total</u>

⁽¹⁾ Improved single family residential parcels. Excludes condominiums and parcels with multiple family units.
Source: *California Municipal Statistics, Inc.*

Alternative Method of Tax Apportionment – “Teeter Plan”

Under the Alternative Method of Distribution of Tax Levies and Collections and of Tax Sale Proceeds (the “Teeter Plan”), as provided for in Revenue and Taxation Code Section 4701 *et seq.*, each participating local agency levying property taxes, including community college districts, receives from its county the amount of uncollected taxes credited to its fund, in the same manner as if the amount credited had been collected. In return, the county receives and retains delinquent payments, penalties and interest as collected that would have been due the local agency. The Teeter Plan, once adopted by a county, remains in effect unless the county board of supervisors orders its discontinuance or unless, prior to the commencement of any fiscal year, the board of supervisors receives a petition for its discontinuance from two-thirds of the participating revenue districts in the county. A board of supervisors may, after holding a public hearing on the matter, discontinue the procedures under the Teeter Plan with respect to any tax levying agency in the county when delinquencies for taxes levied by that agency exceed 3%.

The Teeter Plan applies to the 1% general purpose property tax levy on secured property. Whether or not the Teeter Plan also is applied to other tax levies for local agencies, such as the tax levy for general obligation bonds of a local agency, varies by county.

The County has adopted the Teeter Plan. Under the Teeter Plan, the County funds the District its full tax levy allocation rather than funding only actual collections (levy less delinquencies). In exchange, the County receives the interest and penalties that accrue on delinquent payments, when the late taxes are collected. However, the Teeter Plan, as adopted by Humboldt County, excludes assessments and local agency debt repayment levies on secured property. **Therefore, the District’s receipt from the County of *ad valorem* property taxes levied on secured property within the District with respect to the District’s general obligation bonded debt, including the Bonds, will be subject to delinquencies.**

The County does not report secured taxes and delinquencies for the District.

Property tax delinquencies may be impacted by economic and other factors beyond the District’s or the County’s control, including the ability or willingness of property owners to pay property taxes during an economic recession or depression. An economic recession or depression could be caused by many factors outside the control of the District, including high interest rates, reduced consumer confidence, reduced real wages or reduced economic activity as a result of the spread of COVID-19 or other outbreak of disease or natural or manmade disaster. See “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein. However, State law requires the County to levy *ad valorem* property taxes sufficient to pay the Bonds when due.

Tax Rates

A representative tax rate area (a “TRA”) located within the boundaries of the District is TRA 3-335. The table below shows the total *ad valorem* property tax rates, as a percentage of assessed valuation, levied by all taxing entities in this TRA during the five-year period from fiscal years 2017-18 through 2021-22.

SUMMARY OF AD VALOREM PROPERTY TAX RATES
Fiscal Years 2017-18 through 2021-22
Typical Total Tax Rates (TRA 3-335)⁽¹⁾
Eureka City Schools

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
General	1.0000%	1.0000%	1.0000%		
Redwoods Joint Community College District	.0080	.0080	.0080		
Eureka City Schools	.0620	.0470	.0430		
Eureka Unified School District SFID No. 1	<u>.0200</u>	<u>.0190</u>	<u>.0180</u>		
Total	1.0900%	1.0740%	1.0690%		

⁽¹⁾ 2021-22 assessed valuation of TRA 3-000 is \$ _____, which is _____ % of the District’s total assessed valuation.
Source: California Municipal Statistics, Inc

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Principal Taxpayers

The more property (by assessed value) which is owned by a single taxpayer within the District, the greater amount of tax collections that are exposed to weaknesses in such a taxpayer's financial situation and ability or willingness to pay property taxes. The following table lists the 20 largest local secured taxpayers in the District in terms of their fiscal year 2021-22 secured assessed valuations. Each taxpayer listed below is a name listed on the tax rolls. The District cannot make any representation as to whether individual persons, corporations or other organizations are liable for tax payments with respect to multiple properties held in various names that in aggregate may be larger than is suggested by the table below.

LARGEST LOCAL SECURED TAXPAYERS Fiscal Year 2021-22 Eureka City Schools

<u>Property Owner</u>	<u>2021-22 Primary Land Use</u>	<u>% of Assessed Valuation</u>	<u>Total⁽¹⁾</u>
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⁽¹⁾ 2021-22 local secured assessed valuation: \$_____.
Source: California Municipal Statistics, Inc.

Statement of Direct and Overlapping Debt

Set forth on the following page is a direct and overlapping debt report (the “Debt Report”) prepared by California Municipal Statistics, Inc. effective as of _____, 2022. The Debt Report is included for general information purposes only. The District has not reviewed the Debt Report for completeness or accuracy and makes no representation in connection therewith.

The Debt Report generally includes long-term obligations sold in the public credit markets by public agencies whose boundaries overlap the boundaries of the District in whole or in part. Such long-term obligations generally are not payable from revenues of the District (except as indicated) nor are they necessarily obligations secured by land within the District or the District. In many cases long-term obligations issued by a public agency are payable only from the general fund or other revenues of such public agency.

The first column in the table names each public agency which has outstanding debt as of the date of the report and whose territory overlaps the boundaries of the District in whole or in part. The second column shows the percentage of each overlapping agency’s assessed value located within the boundaries of the District. This percentage, multiplied by the total outstanding debt of each overlapping agency (which is not shown in the table) produces the amount shown in the third column, which is the apportionment of each overlapping agency’s outstanding debt to taxable property within the boundaries of the District.

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STATEMENT OF DIRECT AND OVERLAPPING DEBT
Eureka City Schools

2021-22 Assessed Valuation:

<u>DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT:</u>	<u>% Applicable</u>	<u>Debt / /22</u>
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⁽¹⁾ Excludes the Bonds as described herein.

⁽²⁾ Excludes tax and revenue anticipation notes, enterprise revenue, mortgage revenue and non-bonded capital lease obligations.

Source: California Municipal Statistics, Inc.

CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS

The principal of and interest on the Bonds are payable solely from the proceeds of an ad valorem property tax levied by the County for the payment thereof. (See “THE BONDS – Security and Sources of Payment” herein) Articles XIII A, XIII B, XIII C and XIII D of the State Constitution, Propositions 98 and 111, and certain other provisions of law discussed below, are included in this section to describe the potential effect of these Constitutional and statutory measures on the ability of the County to levy taxes on behalf of the District and to the District to spend tax proceeds for operating and other purposes, and it should not be inferred from the inclusion of such materials that these laws impose any limitation on the ability of the County to levy taxes for payment of the Bonds. The tax levied by the County for payment of the Bonds was approved by the voters of the District in compliance with Article XIII A, Article XIII C, and all applicable laws.

Article XIII A of the California Constitution

Article XIII A limits the amount of *ad valorem* property taxes on real property to 1% of “full cash value” as determined by the county assessor. Article XIII A defines “full cash value” to mean “the county assessor’s valuation of real property as shown on the 1975-76 bill under “full cash value,” or thereafter, the appraised value of real property when purchased, newly constructed or a change in ownership has occurred after the 1975 assessment,” subject to exemptions in certain circumstances of property transfer or reconstruction. Determined in this manner, the full cash value is also referred to as the “base year value.” The full cash value is subject to annual adjustment to reflect increases, not to exceed 2% for any year, or decreases in the consumer price index or comparable local data, or to reflect reductions in property value caused by damage, destruction or other factors.

Article XIII A has been amended to allow for temporary reductions of assessed value in instances where the fair market value of real property falls below the adjusted base year value described above. Proposition 8—approved by the voters in November of 1978—provides for the enrollment of the lesser of the base year value or the market value of real property, taking into account reductions in value due to damage, destruction, depreciation, obsolescence, removal of property, or other factors causing a similar decline. In these instances, the market value is required to be reviewed annually until the market value exceeds the base year value. Reductions in assessed value could result in a corresponding increase in the annual tax rate levied by the County to pay debt service on the Bonds. See “THE BONDS – Security and Sources of Payment” and “TAX BASE FOR REPAYMENT OF BONDS” herein.

Article XIII A requires a vote of two-thirds or more of the qualified electorate of a city, county, special district or other public agency to impose special taxes, while totally precluding the imposition of any additional *ad valorem*, sales or transaction tax on real property. Article XIII A exempts from the 1% tax limitation any taxes above that level required to pay debt service (a) on any indebtedness approved by the voters prior to July 1, 1978, or (b), as the result of an amendment approved by State voters on June 3, 1986, on any bonded indebtedness approved by two-thirds of the votes cast by the voters for the acquisition or improvement of real property on or after July 1, 1978, or (c) bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by fifty-five percent or more of the votes cast on the proposition, but only if certain accountability measures are included in the proposition. The tax for payment of the Bonds falls within the exception described in (c) of the immediately preceding sentence. In addition, Article XIII A requires the approval of two-thirds of all members of the State legislature (the “Legislature”) to change any state taxes for the purpose of increasing tax revenues.

Proposition 19

On November 3, 2020, voters in California approved Proposition 19, a legislatively referred constitutional amendment (“Proposition 19”), which amends Article XIII A to: (i) expand special rules that give property tax savings to homeowners that are over the age of 55, severely disabled, or whose property has been impacted by wildfire or natural disaster, when they buy a different home; (ii) narrow existing special rules for inherited properties; and (iii) dedicate most of the potential new State revenue generated from Proposition 19 toward fire protection. The District cannot make any assurance as to what effect the implementation of Proposition 19 will have on District revenues or the assessed valuation of real property in the District.

Legislation Implementing Article XIII A

Legislation has been enacted and amended a number of times since 1978 to implement Article XIII A. Under current law, local agencies are no longer permitted to levy directly any property tax (except to pay voter-approved indebtedness). The 1% property tax is automatically levied by the county and distributed according to a formula among taxing agencies. The formula apportions the tax roughly in proportion to the relative shares of taxes levied prior to 1979.

Increases of assessed valuation resulting from reappraisals of property due to new construction, change in ownership or from the annual adjustment not to exceed 2% are allocated among the various jurisdictions in the “taxing area” based upon their respective “situs.” Any such allocation made to a local agency continues as part of its allocation in future years.

All taxable property value included in this Official Statement is shown at 100% of taxable value (unless noted differently) and all tax rates reflect the \$1 per \$100 of taxable value.

Both the United States Supreme Court and the California State Supreme Court have upheld the general validity of Article XIII A.

Proposition 50 and Proposition 171

On June 3, 1986, the voters of the State approved Proposition 50. Proposition 50 amends Section 2 of Article XIII A to allow owners of property that was “substantially damaged or destroyed” by a disaster, as declared by the Governor (the “Damaged Property”), to transfer their existing base year value (the “Original Base Year Value”) to a comparable replacement property within the same county, which is acquired or constructed within five years after the disaster. At the time of such transfer, the Damaged Property will be reassessed at its full cash value immediately prior to damage or destruction (the “Original Cash Value”); however, such property will retain its base year value notwithstanding such a transfer. Property is substantially damaged or destroyed if either the land or the improvements sustain physical damage amounting to more than 50% of either the land or improvements full cash value immediately prior to the disaster. There is no filing deadline, but the assessor can only correct four years of assessments when the owner fails to file a claim within four years of acquiring a replacement property.

Under Proposition 50, the base year value of the replacement property (the “Replacement Base Year Value”) depends on the relation of the full cash value of the replacement property (the “Replacement Cash Value”) to the Original Cash Value: if the Replacement Cash Value exceeds 120% of the Original Cash Value, then the Replacement Base Year Value is calculated by combining the Original Base Year Value with such excessive Replacement Cash Value; if the Replacement Cash Value does not exceed 120% of the Original Cash Value, then the Replacement Base Year Value equals the Original Base Year Value; if the Replacement Cash Value is less than the Original Cash Value, then the Replacement Base Year Value

equals the Replacement Cash Value. The replacement property must be comparable in size, utility, and function to the Damaged Property.

On November 2, 1993, the voters of the State approved Proposition 171. Proposition 171 amends subdivision (e) of Section 2 of Article XIII A to allow owners of Damaged Property to transfer their Original Base Year Value to a “comparable replacement property” located within another county in the State, which is acquired or newly constructed within three years after the disaster.

Intra-county transfers under Proposition 171 are more restrictive than inter-county transfers under Proposition 50. For example, Proposition 171 (1) only applies to (a) structures that are owned and occupied by property owners as their principal place of residence and (b) land of a “reasonable size that is used as a site for a residence;” (2) explicitly does not apply to property owned by firms, partnerships, associations, corporations, companies, or legal entities of any kind; (3) only applies to replacement property located in a county that adopted an ordinance allowing Proposition 171 transfers; (4) claims must be timely filed within three years of the date of purchase or completion of new construction; and (5) only applies to comparable replacement property, which has a full cash value that is of “equal or lesser value” than the Original Cash Value.

Within the context of Proposition 171, “equal or lesser value” means that the amount of the Replacement Cash Value does not exceed either (1) 105% of the Original Cash Value when the replacement property is acquired or constructed within one year of the destruction, (2) 110% of the Original Cash Value when the replacement property is acquired or constructed within two years of the destruction, or (3) 115% of the Original Cash Value when the replacement property is acquired or constructed within three years of the destruction

Unitary Property

Some amount of property tax revenue of the District is derived from utility property which is considered part of a utility system with components located in many taxing jurisdictions (“unitary property”). Under the State Constitution, such property is assessed by the SBE as part of a “going concern” rather than as individual pieces of real or personal property. State-assessed unitary and certain other property is allocated to the counties by SBE, taxed at special county-wide rates, and the tax revenues distributed to taxing jurisdictions (including the District) according to statutory formulae generally based on the distribution of taxes in the prior year. So long as the District is not a basic aid district, taxes lost through any reduction in assessed valuation will be compensated by the State as equalization aid under the State’s school financing formula. See also “DISTRICT FINANCIAL INFORMATION” herein.

Article XIII B of the California Constitution

Article XIII B (“Article XIII B”) of the State Constitution, as subsequently amended by Propositions 98 and 111, respectively, limits the annual appropriations of the State and of any city, county, school district, authority or other political subdivision of the State to the level of appropriations of the particular governmental entity for the prior fiscal year, as adjusted for changes in the cost of living and in population and for transfers in the financial responsibility for providing services and for certain declared emergencies. As amended, Article XIII B defines:

- (a) “change in the cost of living” with respect to school districts to mean the percentage change in California per capita income from the preceding year, and
- (b) “change in population” with respect to a school district to mean the percentage change in the ADA of the school district from the preceding fiscal year.

For fiscal years beginning on or after July 1, 1990, the appropriations limit of each entity of government shall be the appropriations limit for the 1986-87 fiscal year adjusted for the changes made from that fiscal year pursuant to the provisions of Article XIII B, as amended.

The appropriations of an entity of local government subject to Article XIII B limitations include the proceeds of taxes levied by or for that entity and the proceeds of certain state subventions to that entity. "Proceeds of taxes" include, but are not limited to, all tax revenues and the proceeds to the entity from (a) regulatory licenses, user charges and user fees (but only to the extent that these proceeds exceed the reasonable costs in providing the regulation, product or service), and (b) the investment of tax revenues.

Appropriations subject to limitation do not include (a) refunds of taxes, (b) appropriations for debt service such as the Bonds, (c) appropriations required to comply with certain mandates of the courts or the federal government, (d) appropriations of certain special districts, (e) appropriations for all qualified capital outlay projects as defined by the Legislature, (f) appropriations derived from certain fuel and vehicle taxes and (g) appropriations derived from certain taxes on tobacco products.

Article XIII B includes a requirement that all revenues received by an entity of government other than the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be returned by a revision of tax rates or fee schedules within the next two subsequent fiscal years.

Article XIII B also includes a requirement that fifty percent of all revenues received by the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be transferred and allocated to the State School Fund pursuant to Section 8.5 of Article XVI of the State Constitution. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Propositions 98 and 111" herein.

Article XIII C and Article XIII D of the California Constitution

On November 5, 1996, the voters of the State approved Proposition 218, popularly known as the "Right to Vote on Taxes Act." Proposition 218 added to the California Constitution Articles XIII C and XIII D (respectively, "Article XIII C" and "Article XIII D"), which contain a number of provisions affecting the ability of local agencies, including school districts, to levy and collect both existing and future taxes, assessments, fees and charges.

According to the "Title and Summary" of Proposition 218 prepared by the California Attorney General, Proposition 218 limits "the authority of local governments to impose taxes and property-related assessments, fees and charges." Among other things, Article XIII C establishes that every tax is either a "general tax" (imposed for general governmental purposes) or a "special tax" (imposed for specific purposes), prohibits special purpose government agencies such as school districts from levying general taxes, and prohibits any local agency from imposing, extending or increasing any special tax beyond its maximum authorized rate without a two-thirds vote; and also provides that the initiative power will not be limited in matters of reducing or repealing local taxes, assessments, fees and charges. Article XIII C further provides that no tax may be assessed on property other than *ad valorem* property taxes imposed in accordance with Articles XIII and XIII A and special taxes approved by a two-thirds vote under Article XIII A, Section 4. Article XIII D deals with assessments and property-related fees and charges, and explicitly provides that nothing in Article XIII C or XIII D will be construed to affect existing laws relating to the imposition of fees or charges as a condition of property development.

The District does currently not impose any taxes, assessments, or property-related fees or charges which are subject to the provisions of Proposition 218. It does, however, receive a portion of the basic 1% *ad valorem* property tax levied and collected by the County pursuant to Article XIII A. The provisions of Proposition 218 may have an indirect effect on the District, such as by limiting or reducing the revenues otherwise available to other local governments whose boundaries encompass property located within the District thereby causing such local governments to reduce service levels and possibly adversely affecting the value of property within the District.

Proposition 26

On November 2, 2010, voters in the State approved Proposition 26. Proposition 26 amends Article XIII C to expand the definition of “tax” to include “any levy, charge, or exaction of any kind imposed by a local government” except the following: (1) a charge imposed for a specific benefit conferred or privilege granted directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of conferring the benefit or granting the privilege; (2) a charge imposed for a specific government service or product provided directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of providing the service or product; (3) a charge imposed for the reasonable regulatory costs to a local government for issuing licenses and permits, performing investigations, inspections, and audits, enforcing agricultural marketing orders, and the administrative enforcement and adjudication thereof; (4) a charge imposed for entrance to or use of local government property, or the purchase, rental, or lease of local government property; (5) a fine, penalty, or other monetary charge imposed by the judicial branch of government or a local government, as a result of a violation of law; (6) a charge imposed as a condition of property development; and (7) assessments and property-related fees imposed in accordance with the provisions of Article XIII D. Proposition 26 provides that the local government bears the burden of proving by a preponderance of the evidence that a levy, charge, or other exaction is not a tax, that the amount is no more than necessary to cover the reasonable costs of the governmental activity, and that the manner in which those costs are allocated to a payor bear a fair or reasonable relationship to the payor’s burdens on, or benefits received from, the governmental activity.

Propositions 98 and 111

On November 8, 1988, voters of the State approved Proposition 98, a combined initiative constitutional amendment and statute called the “Classroom Instructional Improvement and Accountability Act” (the “Accountability Act”). Certain provisions of the Accountability Act were, however, modified by Proposition 111, discussed below, the provisions of which became effective on July 1, 1990. The Accountability Act changed State funding of public education below the university level and the operation of the State’s appropriations limit. The Accountability Act guarantees State funding for K-12 school districts and community college districts (hereinafter referred to collectively as “K-14 school districts”) at a level equal to the greater of (a) the same percentage of State general fund revenues as the percentage appropriated to such districts in the 1986-87 fiscal year, and (b) the amount actually appropriated to such districts from the State general fund in the previous fiscal year, adjusted for increases in enrollment and changes in the cost of living. The Accountability Act permits the Legislature to suspend this formula for a one-year period.

The Accountability Act also changed how tax revenues in excess of the State appropriations limit are distributed. Any excess State tax revenues up to a specified amount are, instead of being returned to taxpayers, transferred to K-14 school districts. Any such transfer to K-14 school districts would be excluded from the appropriations limit for K-14 school districts and the K-14 school district appropriations limit for the next year is automatically increased by the amount of such transfer. These additional moneys enter the base funding calculation for K-14 school districts for subsequent years, creating further pressure on other

portions of the State budget, particularly if revenues decline in a year following an Article XIII B surplus. The maximum amount of excess tax revenues which can be transferred to K-14 school districts is 4% of the minimum State spending for education mandated by the Accountability Act.

Since the Accountability Act is unclear in some details, there can be no assurances that the Legislature or a court might not interpret the Accountability Act to require a different percentage of State general fund revenues to be allocated to K-14 school districts, or to apply the relevant percentage to the State's budgets in a different way than is proposed in the Governor's Budget.

On June 5, 1990, the voters of the State approved Proposition 111 (Senate Constitutional Amendment No. 1) called the "Traffic Congestion Relief and Spending Limit Act of 1990" ("Proposition 111") which further modified Article XIII B and Sections 8 and 8.5 of Article XVI of the State Constitution with respect to appropriations limitations and school funding priority and allocation.

The most significant provisions of Proposition 111 are summarized as follows:

- a. Annual Adjustments to Spending Limit. The annual adjustments to the Article XIII B spending limit were liberalized to be more closely linked to the rate of economic growth. Instead of being tied to the Consumer Price Index, the "change in the cost of living" is now measured by the change in California per capita personal income. The definition of "change in population" specifies that a portion of the State's spending limit is to be adjusted to reflect changes in school attendance.
- b. Treatment of Excess Tax Revenues. "Excess" tax revenues with respect to Article XIII B are now determined based on a two-year cycle, so that the State can avoid having to return to taxpayers excess tax revenues in one year if its appropriations in the next fiscal year are under its limit. In addition, the Proposition 98 provision regarding excess tax revenues was modified. After any two-year period, if there are excess State tax revenues, 50% of the excess are to be transferred to K-14 school districts with the balance returned to taxpayers; under prior law, 100% of excess State tax revenues went to K-14 school districts, but only up to a maximum of 4% of such districts' minimum funding level. Also, reversing prior law, any excess State tax revenues transferred to K-14 school districts are not built into the school districts' base expenditures for calculating their entitlement for State aid in the next year, and the State's appropriations limit is not to be increased by this amount.
- c. Exclusions from Spending Limit. Two exceptions were added to the calculation of appropriations which are subject to the Article XIII B spending limit" (i) for "qualified capital outlay projects" as defined by the Legislature, and (ii) any increases in gasoline taxes above the 1990 level (then nine cents per gallon), sales and use taxes on such increment in gasoline taxes, and increases in receipts from vehicle weight fees above the levels in effect on January 1, 1990. These latter provisions were necessary to make effective the transportation funding package approved by the Legislature and the Governor, which was expected to raise over \$15 billion in additional taxes from 1990 through 2000 to fund transportation programs.
- d. Recalculation of Appropriations Limit. The Article XIII B appropriations limit for each unit of government, including the State, is to be recalculated beginning in fiscal year 1990-91. It is based on the actual limit for fiscal year 1986-87, adjusted forward to 1990-91 as if Proposition 111 had been in effect.

- e. School Funding Guarantee. There is a complex adjustment in the formula enacted in Proposition 98 which guarantees K-14 school districts a certain amount of State general fund revenues. Under prior law, K-14 school districts were guaranteed the greater of (1) 40.9% of State general fund revenues (“Test 1”) or (2) the amount appropriated in the prior year adjusted for changes in the cost of living (measured as in Article XIIB by reference to per capita personal income) and enrollment (“Test 2”). Under Proposition 111, K-14 school districts will receive the greater of (1) Test 1, (2) Test 2, or (3) a third test (“Test 3”), which will replace Test 2 in any year when growth in per capita State general fund revenues from the prior year is less than the annual growth in California per capita personal income. Under Test 3, K-14 school district will receive the amount appropriated in the prior year adjusted for change in enrollment and per capita State general fund revenues, plus an additional small adjustment factor. If Test 3 is used in any year, the difference between Test 3 and Test 2 will become a “credit” to K-14 school districts which will be paid in future years when State general fund revenue growth exceeds personal income growth.

Proposition 39

On November 7, 2000, California voters approved an amendment (commonly known as Proposition 39) to the California Constitution. This amendment (1) allows school facilities bond measures to be approved by 55% (rather than two-thirds) of the voters in local elections and permits property taxes to exceed the current 1% limit in order to repay the bonds and (2) changes existing statutory law regarding charter school facilities. As adopted, the constitutional amendments may be changed only with another Statewide vote of the people. The statutory provisions could be changed by a majority vote of both houses of the Legislature and approval by the Governor, but only to further the purposes of the proposition. The local school jurisdictions affected by this proposition are K-12 school districts, including the District, community college districts, and county offices of education. As noted above, the California Constitution previously limited property taxes to 1 percent of the value of property, and property taxes could only exceed this limit to pay for (1) any local government debts approved by the voters prior to July 1, 1978 or (2) bonds to buy or improve real property that receive two-thirds voter approval after July 1, 1978.

The 55% vote requirement applies only if the local bond measure presented to the voters includes: (1) a requirement that the bond funds can be used only for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities; (2) a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list; and (3) a requirement that the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure. Legislation approved in June 2000 placed certain limitations on local school bonds to be approved by 55% of the voters. These provisions require that such bonds may be issued on if the tax rate per \$100,000 of taxable property value projected to be levied as the result of any single election will not exceed \$60 (for a unified school district), \$30 (for a high school or elementary school district), or \$25 (for a community college district), when assessed valuation is projected to increase in accordance with Article XIII A. These requirements are not part of Proposition 39 and can be changed with a majority vote of both houses of the Legislature and approval by the Governor.

Proposition 1A and Proposition 22

On November 2, 2004, California voters approved Proposition 1A, which amends the State constitution to significantly reduce the State’s authority over major local government revenue sources. Under Proposition 1A, the State cannot (i) reduce local sales tax rates or alter the method of allocating the

revenue generated by such taxes, (ii) shift property taxes from local governments to schools or community colleges, (iii) change how property tax revenues are shared among local governments without two-third approval of both houses of the Legislature or (iv) decrease Vehicle License Fee revenues without providing local governments with equal replacement funding. Proposition 1A does allow the State to approve voluntary exchanges of local sales tax and property tax revenues among local governments within a county. Proposition 1A also amends the State Constitution to require the State to suspend certain State laws creating mandates in any year that the State does not fully reimburse local governments for their costs to comply with the mandates. This provision does not apply to mandates relating to schools or community colleges or to those mandates relating to employee rights.

Proposition 22, The Local Taxpayer, Public Safety, and Transportation Protection Act, approved by the voters of the State on November 2, 2010, prohibits the State from enacting new laws that require redevelopment agencies to shift funds to schools, community colleges or other agencies and eliminates the State's authority to shift property taxes temporarily during a severe financial hardship of the State. In addition, Proposition 22 restricts the State's authority to use State fuel tax revenues to pay debt service on state transportation bonds, to borrow or change the distribution of state fuel tax revenues, and to use vehicle license fee revenues to reimburse local governments for state mandated costs. Proposition 22 impacts resources in the State's general fund and transportation funds, the State's main funding source for schools and community colleges, as well as universities, prisons and health and social services programs. According to an analysis of Proposition 22 submitted by the Legislative Analyst's Office (the "LAO") on July 15, 2010, the reduction in resources available for the State to spend on these other programs as a consequence of the passage of Proposition 22 was expected to be approximately \$1 billion in fiscal year 2010-11, with an estimated immediate fiscal effect equal to approximately 1 percent of the State's total general fund spending. The longer-term effect of Proposition 22, according to the LAO analysis, will be an increase in the State's general fund costs by approximately \$1 billion annually for several decades.

Jarvis vs. Connell

On May 29, 2002, the State Court of Appeal for the Second District decided the case of *Howard Jarvis Taxpayers Association, et al. v. Kathleen Connell* (as Controller of the State). The Court of Appeal held that either a final budget bill, an emergency appropriation, a self-executing authorization pursuant to State statutes (such as continuing appropriations) or the State Constitution or a federal mandate is necessary for the State Controller to disburse funds. The foregoing requirement could apply to amounts budgeted by the District as being received from the State. To the extent the holding in such case would apply to State payments reflected in the District's budget, the requirement that there be either a final budget bill or an emergency appropriation may result in the delay of such payments to the District if such required legislative action is delayed, unless the payments are self-executing authorizations or are subject to a federal mandate. On May 1, 2003, the State Supreme Court upheld the holding of the Court of Appeal, stating that the Controller is not authorized under State law to disburse funds prior to the enactment of a budget or other proper appropriation, but under federal law, the Controller is required, notwithstanding a budget impasse and the limitations imposed by State law, to timely pay those State employees who are subject to the minimum wage and overtime compensation provisions of the federal Fair Labor Standards Act.

Proposition 55

The California Children's Education and Health Care Protection Act of 2016 (also known as "Proposition 55") is a constitutional amendment approved by the voters of the State on November 8, 2016.

Proposition 55 extends, through 2030, the increases to personal income tax rates for high-income taxpayers that were approved as part of Temporary Taxes to Fund Education, Guaranteed Local Public Safety Funding, Initiative Constitutional Amendment (also known as “Proposition 30”). Proposition 30 increased the marginal personal income tax rate by: (i) 1% for taxable income over \$250,000 but less than \$300,001 for single filers (over \$500,000 but less than \$600,001 for joint filers and over \$340,000 but less than \$408,001 for head-of-household filers), (ii) 2% for taxable income over \$300,000 but less than \$500,001 for single filers (over \$600,000 but less than \$1,000,001 for joint filers and over \$408,000 but less than \$680,001 for head-of-household filers), and (iii) 3% for taxable income over \$500,000 for single filers (over \$1,000,000 for joint filers and over \$680,000 for head-of-household filers).

The revenues generated from the personal income tax increases will be included in the calculation of the Proposition 98 Minimum Funding Guarantee (defined herein) for school districts and community college districts. See “—Proposition 98 and Proposition 111” herein. From an accounting perspective, the revenues generated from the personal income tax increases are being deposited into the State account created pursuant to Proposition 30 called the Education Protection Account (the “EPA”). Pursuant to Proposition 30, funds in the EPA will be allocated quarterly, with 89% of such funds provided to schools districts and 11% provided to community college districts. The funds will be distributed to school districts and community college districts in the same manner as existing unrestricted per-student funding, except that no school district will receive less than \$200 per unit of ADA and no community college district will receive less than \$100 per full time equivalent student. The governing board of each school district and community college district is granted sole authority to determine how the moneys received from the EPA are spent, provided that the appropriate governing board is required to make these spending determinations in open session at a public meeting and such local governing board is prohibited from using any funds from the EPA for salaries or benefits of administrators or any other administrative costs.

Proposition 2

On November 4, 2014, voters approved the Rainy Day Budget Stabilization Fund Act (also known as “Proposition 2”). Proposition 2 is a legislatively-referred constitutional amendment which makes certain changes to State budgeting practices, including substantially revising the conditions under which transfers are made to and from the State’s Budget Stabilization Account (the “BSA”) established by the California Balanced Budget Act of 2004 (also known as Proposition 58).

Under Proposition 2, and beginning in fiscal year 2015-16 and each fiscal year thereafter, the State will generally be required to annually transfer to the BSA an amount equal to 1.5% of estimated State general fund revenues (the “Annual BSA Transfer”). Supplemental transfers to the BSA (a “Supplemental BSA Transfer”) are also required in any fiscal year in which the estimated State general fund revenues that are allocable to capital gains taxes exceed 8% of total estimated general fund tax revenues. Such excess capital gains taxes—net of any portion thereof owed to K-14 school districts pursuant to Proposition 98—will be transferred to the BSA. Proposition 2 also increases the maximum size of the BSA to an amount equal to 10% of estimated State general fund revenues for any given fiscal year. In any fiscal year in which a required transfer to the BSA would result in an amount in excess of the 10% threshold, Proposition 2 requires such excess to be expended on State infrastructure, including deferred maintenance.

For the first 15-year period ending with the 2029-30 fiscal year, Proposition 2 provides that half of any required transfer to the BSA, either annual or supplemental, must be appropriated to reduce certain State liabilities, including making certain payments owed to K-14 school districts, repaying State interfund borrowing, reimbursing local governments for State mandated services, and reducing or prefunding accrued liabilities associated with State-level pension and retirement benefits. Following the initial 15-year period, the Governor and the Legislature are given discretion to apply up to half of any required transfer to the BSA

to the reduction of such State liabilities. Any amount not applied towards such reduction must be transferred to the BSA or applied to infrastructure, as described above.

Proposition 2 changes the conditions under which the Governor and the Legislature may draw upon or reduce transfers to the BSA. The Governor does not retain unilateral discretion to suspend transfers to the BSA, nor does the Legislature retain discretion to transfer funds from the BSA for any reason, as previously provided by law. Rather, the Governor must declare a “budget emergency,” defined as an emergency within the meaning of Article XIII B of the Constitution or a determination that estimated resources are inadequate to fund State general fund expenditures, for the current or ensuing fiscal year, at a level equal to the highest level of State spending within the three immediately preceding fiscal years. Any such declaration must be followed by a legislative bill providing for a reduction or transfer. Draws on the BSA are limited to the amount necessary to address the budget emergency, and no draw in any fiscal year may exceed 50% of funds on deposit in the BSA unless a budget emergency was declared in the preceding fiscal year.

Proposition 2 also requires the creation of the Public School System Stabilization Account (the “PSSSA”) into which transfers will be made in any fiscal year in which a Supplemental BSA Transfer is required (as described above). Such transfer will be equal to the portion of capital gains taxes above the 8% threshold that would be otherwise paid to K-14 school districts as part of the minimum funding guarantee. A transfer to the PSSSA will only be made if certain additional conditions are met, as follows: (i) the minimum funding guarantee was not suspended in the immediately preceding fiscal year, (ii) the operative Proposition 98 formula for the fiscal year in which a PSSSA transfer might be made is “Test 1,” (iii) no maintenance factor obligation is being created in the budgetary legislation for the fiscal year in which a PSSSA transfer might be made, (iv) all prior maintenance factor obligations have been fully repaid, and (v) the minimum funding guarantee for the fiscal year in which a PSSSA transfer might be made is higher than the immediately preceding fiscal year, as adjusted for ADA growth and cost of living. Proposition 2 caps the size of the PSSSA at 10% of the estimated minimum guarantee in any fiscal year, and any excess funds must be paid to K-14 school districts. Reductions to any required transfer to the PSSSA, or draws on the PSSSA, are subject to the same budget emergency requirements described above. However, Proposition 2 also mandates draws on the PSSSA in any fiscal year in which the estimated minimum funding guarantee is less than the prior year’s funding level, as adjusted for ADA growth and cost of living.

SB 858. Senate Bill 858 (“SB 858”) became effective upon the passage of Proposition 2. SB 858 includes provisions which could limit the amount of reserves that may be maintained by a school district in certain circumstances. Under SB 858, in any fiscal year immediately following a fiscal year in which the State has made a transfer into the PSSSA, any adopted or revised budget by a school district would need to contain a combined unassigned and assigned ending fund balance that (a) for school districts with an ADA of less than 400,000, is not more than two times the amount of the reserve for economic uncertainties mandated by the Education Code, or (b) for school districts with an ADA that is more than 400,000, is not more than three times the amount of the reserve for economic uncertainties mandated by the Education Code. In certain cases, the county superintendent of schools may grant a school district a waiver from this limitation on reserves for up to two consecutive years within a three-year period if there are certain extraordinary fiscal circumstances.

The District, which has an ADA of less than 400,000, is required to maintain a reserve for economic uncertainty in an amount equal to 3% of its general fund expenditures and other financing uses.

SB 751. Senate Bill 751 (“SB 751”), enacted on October 11, 2017, alters the reserve requirements imposed by SB 858. Under SB 751, in a fiscal year immediately after a fiscal year in which the amount of moneys in the PSSSA is equal to or exceeds 3% of the combined total general fund revenues appropriated for school districts and allocated local proceeds of taxes for that fiscal year, a school district budget that is adopted or revised cannot have an assigned or unassigned ending fund balance that exceeds 10% of those funds. SB 751 excludes from the requirements of those provisions basic aid school districts (also known as community funded districts) and small school districts having fewer than 2,501 units of average daily attendance.

The Bonds are payable from *ad valorem* property taxes to be levied within the District pursuant to the State Constitution and other State law. Accordingly, the District does not expect SB 858 or SB 751 to adversely affect its ability to pay the principal of and interest on the Bonds as and when due.

Proposition 51

The Kindergarten Through Community College Public Education Facilities Bond Act of 2016 (also known as Proposition 51) is a voter initiative that was approved by voters on November 8, 2016. Proposition 51 authorizes the sale and issuance of \$9 billion in general obligation bonds by the State for the new construction and modernization of K-14 facilities.

K-12 School Facilities. Proposition 51 includes \$3 billion for the new construction of K-12 facilities and an additional \$3 billion for the modernization of existing K-12 facilities. K-12 school districts will be required to pay for 50% of the new construction costs and 40% of the modernization costs with local revenues. If a school districts lack sufficient local funding, it may apply for additional state grant funding, up to 100% of the project costs. In addition, a total of \$1 billion will be available for the modernization and new construction of charter school (\$500 million) and technical education (\$500 million) facilities. Generally, 50% of modernization and new construction project costs for charter school and technical education facilities must come from local revenues. However, schools that cannot cover their local share for these two types of projects may apply for state loans. State loans must be repaid over a maximum of 30 years for charter school facilities and 15 years for career technical education facilities. For career technical education facilities, state grants are capped at \$3 million for a new facility and \$1.5 for a modernized facility. Charter schools must be deemed financially sound before project approval.

Community College Facilities. Proposition 51 includes \$2 billion for community college district facility projects, including buying land, constructing new buildings, modernizing existing buildings, and purchasing equipment. In order to receive funding, community college districts must submit project proposals to the Chancellor of the community college system, who then decides which projects to submit to the Legislature and Governor based on a scoring system that factors in the amount of local funds contributed to the project. The Governor and Legislature will select among eligible projects as part of the annual state budget process.

The District makes no representation that it will either pursue or qualify for Proposition 51 state facilities funding.

Future Initiatives

Article XIII A, Article XIII B, Article XIII C and Article XIII D and Propositions 22, 26, 30, 39, 98, 51 and 55 were each adopted as measures that qualified for the ballot pursuant to the State’s initiative process. From time to time other initiative measures could be adopted further affecting District revenues

or the District's ability to expend revenues. The nature and impact of these measures cannot be anticipated by the District.

DISTRICT FINANCIAL INFORMATION

The information in this section concerning the District's general fund finances and State funding of public education is provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal of and interest on the Bonds is payable from the general fund of the District. The Bonds are payable solely from the proceeds of an ad valorem property tax required to be levied by the County within the boundaries of the District in an amount sufficient for the payment thereof. See "THE BONDS – Security and Sources of Payment" herein.

State Funding of Education

School district revenues consist primarily of guaranteed State moneys, local property taxes and funds received from the State in the form of categorical aid under ongoing programs of local assistance. All State aid is subject to the appropriation of funds in the State's annual budget.

Revenue Limit Funding. Previously, school districts operated under general purpose revenue limits established by the State Department of Education. In general, revenue limits were calculated for each school district by multiplying the ADA for such district by a base revenue limit per unit of ADA. Revenue limit calculations were subject to adjustment in accordance with a number of factors designed to provide cost of living adjustments ("COLAs") and to equalize revenues among school districts of the same type. Funding of a school district's revenue limit was provided by a mix of local property taxes and State apportionments of basic and equalization aid. Since fiscal year 2013-14, school districts have been funded based on uniform funding grants assigned to certain grade spans. See "DISTRICT FINANCIAL INFORMATION – State Funding of Education – Local Control Funding Formula" herein.

Local Control Funding Formula. State Assembly Bill 97 (Stats. 2013, Chapter 47) ("AB 97"), enacted as part of the fiscal year 2013-14 State budget, established the current system for funding school districts, charter schools and county offices of education. Certain provisions of AB 97 were amended and clarified by Senate Bill 91 (Stats. 2013, Chapter 49) ("SB 91").

The primary component of AB 97, as amended by SB 91, is the implementation of the Local Control Funding Formula ("LCFF"), which replaced the revenue limit funding system for determining State apportionments, as well as the majority of categorical program funding. State allocations are now provided on the basis of target base funding grants per unit of ADA (a "Base Grant") assigned to each of four grade spans. Each Base Grant is subject to certain adjustments and add-ons, as discussed below. Full implementation of the LCFF occurred over a period of eight fiscal years. In each year, an annual transition adjustment was calculated for each school district, equal to such district's proportionate share of appropriations included in the State budget to close the gap between the prior-year funding level and the target allocation following full implementation of the LCFF. In each year, school districts had the same proportion of their respective funding gaps closed, with dollar amounts varying depending on the size of a district's funding gap.

The Base Grants per unit of ADA for each grade span are as follows: (i) \$6,845 for grades K-3; (ii) \$6,947 for grades 4-6; (iii) \$7,154 for grades 7-8; and (iv) \$8,289 for grades 9-12. During the implementation period of the LCFF, the Base Grants were adjusted for COLAs by applying the implicit price deflator for government goods and services. The provision of COLAs is currently subject to appropriation for such adjustment in the annual State budget. The differences among Base Grants are linked to differentials in statewide average revenue limit rates by district type, and are intended to recognize the

generally higher costs of education at higher grade levels. See also “DISTRICT FINANCIAL INFORMATION —State Budget” herein for the adjusted Base Grants provided for in current State budget legislation.

The Base Grants for grades K-3 and 9-12 are subject to adjustments of 10.4% and 2.6%, respectively, to cover the costs of class size reduction in early grades and the provision of career technical education in high schools. Following full implementation of the LCFF, and unless otherwise collectively bargained for, school districts serving students in grades K-3 must maintain an average class enrollment of 24 or fewer students in grades K-3 at each school site in order to continue receiving the adjustment to the K-3 Base Grant. Such school districts must also make progress towards this class size reduction goal in proportion to the growth in their funding over the implementation period. Additional add-ons are also provided to school districts that received categorical block grant funding pursuant to the Targeted Instructional Improvement and Home-to-School Transportation programs during fiscal year 2012-13.

School districts that serve students of limited English proficiency (“EL” students), students from low income families that are eligible for free or reduced priced meals (“LI” students) and foster youth are eligible to receive additional funding grants. Enrollment counts are unduplicated, such that students may not be counted as both EL and LI (foster youth automatically meet the eligibility requirements for free or reduced priced meals). A supplemental grant add-on (each, a “Supplemental Grant”) is authorized for school districts that serve EL/LI students, equal to 20% of the applicable Base Grant multiplied by such districts’ percentage of unduplicated EL/LI student enrollment. School districts whose EL/LI populations exceed 55% of their total enrollment are eligible for a concentration grant add-on (each, a “Concentration Grant”) equal to 50% of the applicable Base Grant multiplied the percentage of such district’s unduplicated EL/LI student enrollment in excess of the 55% threshold.

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The following table shows a breakdown of the District's ADA by grade span, total enrollment, and the percentage of EL/LI student enrollment, for fiscal years 2012-13 through 2020-21 and budgeted figures for fiscal year 2021-22.

ADA, ENROLLMENT AND EL/LI ENROLLMENT PERCENTAGE
Fiscal Years 2012-13 through 2021-22
Eureka City Schools

Fiscal Year	Average Daily Attendance⁽¹⁾					Enrollment	
	K-3	4-6	7-8	9-12	Total ADA	Total Enrollment⁽²⁾	% of EL/LI Enrollment⁽³⁾
2012-13	1,065	735	577	1,293	3,451	3,670	----
2013-14	1,109	744	629	1,244	3,522	3,726	64.32
2014-15	1,094	775	659	1,194	3,511	3,722	64.31
2015-16	1,076	807	642	1,209	3,534	3,734	65.02
2016-17	1,059	800	688	1,220	3,539	3,767	65.91
2017-18	1,026	748	706	1,258	3,485	3,738	70.65
2018-19	950	746	725	1,262	3,406	3,643	69.34
2019-20							
2020-21							
2021-22							

Note: ADA numbers may not add due to rounding.

⁽¹⁾ Except for fiscal year 2021-22, reflects ADA as of the second principal reporting period (P-2 ADA), ending on or before the last attendance month prior to April 15 of each school year. An attendance month is each four week period of instruction beginning with the first day of school for any school district. For the 2019-20 school year, due to the outbreak of COVID-19, P-2 ADA only reflects full school months from July 1, 2019 through February 29, 2020. See “-Considerations Regarding COVID-19” herein. Excludes County operated programs.

⁽²⁾ Except for fiscal year 2021-22, reflects certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System (“CALPADS”) in each school year and used to calculate each school district’s unduplicated EL/LI student enrollment. Adjustments may be made to the certified EL/LI counts by the California Department of Education. For purposes of calculating Supplemental and Concentration Grants, a school district’s fiscal year 2013-14 percentage of unduplicated EL/LI students is expressed solely as a percentage of its total fiscal year 2013-14 total enrollment. For fiscal year 2014-15, the percentage of unduplicated EL/LI enrollment is based on the two-year average of EL/LI enrollment in fiscal years 2013-14 and 2014-15. Beginning in fiscal year 2015-16, a school district’s percentage of unduplicated EL/LI students will be based on a rolling average of such district’s EL/LI enrollment for the then-current fiscal year and the two immediately preceding fiscal years.

⁽³⁾ Budgeted. For fiscal year 2021-22, the District will be funded based on its 2019-20 ADA. For more information see “-State Budget” herein.

Source: Eureka City Schools.

For certain school districts that would have received greater funding levels under the prior revenue limit system, the LCFF provides for a permanent economic recovery target (“ERT”) add-on, equal to the difference between the revenue limit allocations such districts would have received under the prior system in fiscal year 2020-21, and the target LCFF allocations owed to such districts in the same year. To derive the projected funding levels, the LCFF assumes the discontinuance of deficit revenue limit funding, implementation of COLAs in fiscal years 2014-15 through 2020-21, and restoration of categorical funding to pre-recession levels. The ERT add-on will be paid incrementally over the implementing period of the LCFF. The District does not qualify for the ERT add-on.

The sum of a school district's adjusted Base, Supplemental and Concentration Grants will be multiplied by such district's P-2 ADA for the current or prior year, whichever is greater (with certain adjustments applicable to small school districts). This funding amount, together with any applicable ERT or categorical block grant add-ons, will yield a district's total LCFF allocation. Generally, the amount of annual State apportionments received by a school district will amount to the difference between such total LCFF allocation and such district's share of applicable local property taxes. Most school districts receive a significant portion of their funding from such State apportionments. As a result, decreases in State revenues may significantly affect appropriations made by the Legislature to school districts.

Community Funded Districts. Certain school districts, known as "community funded" districts (previously known as "basic aid" districts), have allocable local property tax collections that equal or exceed such districts' total LCFF allocation, and result in the receipt of no State apportionment aid. Community funded school districts receive only special categorical funding, which is deemed to satisfy the "basic aid" requirement of \$120 per student per year guaranteed by Article IX, Section 6 of the State Constitution. The implication for community funded districts is that the legislatively determined allocations to school districts, and other politically determined factors, are less significant in determining their primary funding sources. Rather, property tax growth and the local economy are the primary determinants. The District does not currently qualify as a basic aid district.

Accountability. On January 16, 2014, the State Board of Education adopted regulations regarding the expenditure of supplemental and concentration funding, and on February 6, 2014 the State Office of Administrative Law approved such regulations. These regulations include a requirement that school districts increase or improve services for EL/LI students in proportion to the increase in funds apportioned to such districts on the basis of the number and concentration of such EL/LI students, as well as the conditions under which school districts can use supplemental or concentration funding on a school-wide or district-wide basis.

School districts are also required to adopt local control and accountability plans ("LCAPs") disclosing annual goals for all students, as well as certain numerically significant student subgroups, to be achieved in eight areas of State priority identified by the LCFF. LCAPs may also specify additional local priorities. LCAPs must specify the actions to be taken to achieve each goal, including actions to correct identified deficiencies with regard to areas of State priority. LCAPs are required to be updated annually, covering a three-year period. The State Board of Education has developed a template LCAP for school districts to use.

Support and Intervention. AB 97, as amended by SB 91, establishes a new system of support and intervention to assist school districts meet the performance expectations outlined in their respective LCAPs. School districts must adopt their LCAPs (or annual updates thereto) in tandem with their annual operating budgets, and not later than five days thereafter submit such LCAPs or updates to their respective county superintendents of schools. On or before August 15 of each year, a county superintendent may seek clarification regarding the contents of a district's LCAP (or annual update thereto), and the district is required to respond to such a request within 15 days. Within 15 days of receiving such a response, the county superintendent can submit non-binding recommendations for amending the LCAP or annual update, and such recommendations must be considered by the respective school district at a public hearing within 15 days. A district's LCAP or annual update must be approved by the county superintendent by October 8 of each year if the superintendent determines that (i) the LCAP or annual update adheres to the State template, and (ii) the district's budgeted expenditures are sufficient to implement the actions and strategies outlined in the LCAP.

A school district is required to receive additional support if its respective LCAP or annual update thereto is not approved, if the district requests technical assistance from its respective county

superintendent, or if the district does not improve student achievement across more than one State priority for one or more student subgroups. Such support can include a review of a district's strengths and weaknesses in the eight State priority areas, or the assignment of an academic expert to assist the district identify and implement programs designed to improve outcomes. Assistance may be provided by the California Collaborative for Educational Excellence, a state agency created by the LCFF and charged with assisting school districts achieve the goals set forth in their LCAPs. The State Board of Education has developed rubrics to assess school district performance and the need for support and intervention.

The State Superintendent of Public Instruction (the "State Superintendent") is further authorized, with the approval of the State Board of Education, to intervene in the management of persistently underperforming school districts. The State Superintendent may intervene directly or assign an academic trustee to act on his or her behalf. In so doing, the State Superintendent is authorized (i) to modify a district's LCAP, (ii) impose budget revisions designed to improve student outcomes, and (iii) stay or rescind actions of the local governing board that would prevent such district from improving student outcomes; provided, however, that the State Superintendent is not authorized to rescind an action required by a local collective bargaining agreement.

Other State Sources. In addition to State allocations determined pursuant to the LCFF, the District receives other State revenues consisting primarily of restricted revenues designed to implement State mandated programs. Beginning in fiscal year 2013-14, categorical spending restrictions associated with a majority of State mandated programs were eliminated, and funding for these programs was folded into the LCFF. Categorical funding for certain programs was excluded from the LCFF, and school districts will continue to receive restricted State revenues to fund these programs.

Considerations Regarding COVID-19

An outbreak of disease or similar public health threat, such as the current coronavirus ("COVID-19") outbreak, or fear of such an event, could have an adverse impact on the District's financial condition and operating results.

The spread of COVID-19 is having significant negative impacts throughout the world, including in the District. The World Health Organization has declared the COVID-19 outbreak to be a pandemic, and states of emergency have been declared by the State and the United States. The purpose behind these declarations was to coordinate and formalize emergency actions and across federal, State and local governmental agencies, and to proactively prepare for the then-expected wider spread of the virus. On March 27, 2020 the Coronavirus Aid, Relief, and Economic Security Act (the "CARES Act") was signed by the President of the United States. The CARES Act appropriated over \$2 trillion to, among other things, (i) provide cash payments to individuals, (ii) expand unemployment assistance and eligibility, (iii) provide emergency grants and loans for small businesses, (iv) provide loans and other assistance to corporations, including the airline industry, (v) provide funding for hospitals and community health centers, (vi) expand funding for safety net programs, including child nutrition programs, and (vii) provide aid to state and local governments. On December 27, 2020, the President of the United States signed the Coronavirus Relief and Response Supplemental Appropriations Act, 2021 ("CRRSA"), which included approximately \$900 billion worth of provisions for additional COVID-related relief, including extension of or additional funding for various relief programs implemented by the CARES Act. The CRRSA provided approximately \$82 billion of COVID-19 related relief for education, including \$54.3 billion for K-12 schools (largely through Title I funding), \$22.7 billion for higher education and \$4 billion for state governors to spend at their discretion. See also "—State Budget" herein. On March 12, 2021, the President signed the American Rescue Plan Act of 2021 (the "American Rescue Plan"), which provides approximately \$1.9 trillion in federal economic stimulus intended to accelerate the recovery from the COVID-19 pandemic. The American Rescue Plan provides direct payments to individuals, extends unemployment benefits, provides funding to distribute

COVID-19 vaccines and provides funding for schools, higher education institutions, state, tribal governments and businesses.

State law allows school districts to apply for a waiver to hold them harmless from the loss of LCFF funding based on attendance and state instructional time penalties when they are forced to close schools due to emergency conditions. In addition, the Governor has enacted Executive Order N-26-20 (“Executive Order N-26-20”), which (i) generally streamlined the process of applying for such waivers for closures related to COVID-19 and (ii) directed school districts to use LCFF apportionment to fund distance learning and high quality educational opportunities, provide school meals and, as practicable, arrange for the supervision of students during school hours.

In response to the COVID-19 pandemic, on March 17, 2020, Senate Bill 89 (“SB 89”) and Senate Bill 117 (“SB 117”) were signed by the Governor, both of which took effect immediately. SB 89 amended the Budget Act of 2019 by appropriating \$500,000,000 from the State general fund for any purpose related to the Governor’s March 4, 2020 emergency proclamation. SB 117, among other things, (i) specified that for school districts that comply with Executive Order N-26-20, the ADA reported to the State Department of Education for the second period and the annual period for apportionment purposes for the 2019-20 school year only includes all full school months from July 1, 2019 through February 29, 2020, (ii) prevented the loss of funding related to an instructional time penalty because of a school closed due to the COVID-19 by deeming the instructional days and minutes requirements to have been met during the period of time the school was closed due to COVID-19, (iii) required a school district to be credited with the ADA it would have received had it been able to operate its After School Education and Safety Program during the time the school was closed due to COVID-19, and (iv) appropriated \$100,000,000 from the State general fund to the State Superintendent to be apportioned to certain local educational agencies for purposes of purchasing personal protective equipment, or paying for supplies and labor related to cleaning school sites. Additionally, the Governor, on March 4, 2021, signed into law Assembly Bill 86 (“AB 86”), urgency legislation which provided approximately \$6.6 billion to accelerate the return of in-person school instruction and expand student support. See also “—State Budget– Assembly Bill 86” herein.

[The District received \$_____ pursuant to SB 117 for personal protective equipment, \$_____ in Coronavirus Relief Funds pursuant to the CARES Act based on the District’s LCFF Supplemental and Concentration Grant funding for learning loss mitigation, \$_____ in CARES Act Elementary and Secondary School Emergency Relief (ESSER) funding based on Title I status, \$_____ in federal Governor’s Emergency Education Relief (GEER) funding related to students with disabilities, \$_____ in additional Proposition 98 funding based on the District’s 2019-20 LCFF allocation, and \$_____ in ESSER II funding pursuant to the CRRSA. A third round of federal stimulus is projected to provide the District with \$_____ in ESSER III funding pursuant to the American Rescue Plan. Additionally, the District expects to receive \$_____ for Expanded Learning Opportunities Grants and \$_____ for In-person Instruction Grant pursuant to AB 86. See “- State Budget – Assembly Bill 86” herein. The District has used and expects to use the COVID-19-related funding, in part, to: purchase Chromebooks and hotspots for students to use for remote learning; invest in the infrastructure required to provide distanced instruction; prepare classrooms for in-person instruction in accordance with health department guidance, including purchasing air purifiers, filters, student dividers, and personal protective equipment; and investing in thermal scanners for school buses and school sites.]

On March 19, 2020, the Governor ordered all California residents to stay home or at their place of residence to protect the general health and well-being, except as needed to maintain continuity of 16 critical infrastructure sectors described therein (the “Stay Home Order”).

To date there have been thousands of confirmed cases of COVID-19 in the County and, although vaccines are currently widely available, no representation can be made by the District as to whether the

number of such cases will again increase, whether due to the emergence of COVID-19 variants or other circumstances. The COVID-19 outbreak has resulted in the imposition of restrictions on mass gatherings and widespread temporary closings of businesses, universities and schools (including the District's schools). The U.S. is restricting certain non-U.S. citizens and permanent residents from entering the country. In addition, stock markets in the U.S. and globally have been volatile, with significant declines attributed to coronavirus concerns.

On May 4, 2020, the Governor enacted Executive Order N-60-20 ("Executive Order N-60-20"), which directed the State Public Health Officer to establish criteria to determine whether and how particular local jurisdictions may implement public health measures that are less restrictive than statewide directives, as the State transitions from Stage 1 to Stage 2, and then Stage 3 of reopening. The order provided that stages would be phased in gradually, and counties which met readiness criteria and worked with the State Department of Public Health could open more public spaces and workplaces, as outlined by the State, with variances allowed by county. Pursuant to Executive Order N-60-20, local jurisdictions could issue their own public health measures to slow the spread of COVID-19.

On June 29, 2020, Senate Bill 98 ("SB 98"), the education omnibus bill to the 2020-21 State Budget, was signed by the Governor, which took effect immediately. SB 98 provided that distance learning could be offered by a school district during the 2020-21 academic year on a local educational agency or schoolwide level as a result of an order or guidance from a State public health officer or a local public health officer or for pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19. SB 98 provided requirements for distance learning, including, but not limited to: (i) confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work, (ii) content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction, (iii) support for pupils who are not performing at grade level or need support in other areas, (iv) special education services, (v) designated and integrated instruction in English language development for English learners, and (vi) daily live interaction with certificated employees and peers.

On August 28, 2020, the Governor released a revised system of guidelines for reopening – "Blueprint for a Safer Economy" (the "Blueprint"). The Blueprint placed each of the State's 58 counties into four color-coded tiers - purple, red, orange and yellow - in descending order of severity, based on the number of new daily cases of COVID-19 and the percentage of positive tests. Counties were required to remain in a tier for at least three weeks before advancing to the next one. To move forward, a county was required to meet the next tier's criteria for two consecutive weeks. If a county's case rate and positivity rate fell into different tiers, the county remained in the stricter tier. The County was last in the orange tier.

Under the Blueprint, schools could reopen for in-person instruction in accordance with the California Department of Public Health's "COVID-19 and Reopening In-Person Instruction Framework & Public Health Guidance for K-12 Schools in California, 2020-2021 School Year" (the "Guidelines"). The Guidelines consolidated and updated prior State public health guidance and orders related to schools. Pursuant to the Guidelines, prior to reopening for in-person instruction, all schools were required to complete and post to their website a COVID-19 Safety Plan ("CSP"), and, if in the purple tier, submit the CSP to the local health department and the State Safe Schools for All Team. Schools in the red, orange and yellow tiers could reopen for in-person instruction at all grades. Schools serving grades 7-12 in the purple tier could not reopen for in-person instruction. Schools serving grades K-6 could open for in-person instruction in the purple tier if the adjusted case rate was less than 25 cases per 100,000 of population. Schools had a three-week period to open, starting the day the county met the criterion for reopening, even if the county stops meeting the criterion during that window. If a school opened while the county was in the red, orange, or yellow tier, and the county reverted to the purple tier, or if a school opened while the

county was in the purple tier, and the county case rate later exceeded the criteria described above, individual school sites could not be required to close. K-6 schools in the purple tier that had received a waiver under previous guidance from the State and had subsequently begun their reopening of in-person instruction could also continue to offer in-person instruction.

On November 19, 2020, the State Department of Public Health issued a limited Stay at Home order, effective November 21, 2020 for those counties under Tier One (Purple) of the Blueprint, requiring that all gatherings with members of other households and all activities conducted outside the residence, lodging, or temporary accommodation with members of other households cease between 10:00 p.m. PST and 5:00 a.m. PST, except for those activities associated with the operation, maintenance, or usage of critical infrastructure or required by law.

On December 3, 2020, the State Department of Public Health announced a Regional Stay at Home Order (the “Regional Stay at Home Order”), and a supplemental order, signed December 6, 2020, which divided the State into five regions (Northern California, Bay Area, Greater Sacramento, San Joaquin Valley, and Southern California), which went into effect at 11:59 PM the day after a region had been announced to have less than 15% ICU availability. The supplemental order clarified retail operations and went into effect immediately. The orders prohibited private gatherings of any size, closed sector operations except for critical infrastructure and retail, and required 100% masking and physical distancing in all others. Guidance related to schools remained in effect and unchanged. Schools that had reopened for in-person instruction could remain open, and schools could continue to bring students back for in-person instruction under the existing elementary school waiver process or cohort guidance provided by the California Department of Public Health. The Regional Stay at Home Order went into effect in the County on December 7, 2020 and was lifted on January 25, 2021, with all counties returning to restrictions according to their respective tiers under the Blueprint.

On June 11, 2021, the Governor issued two executive orders. The first order rescinded several previous executive orders effective June 15, 2021, including the Stay Home Order and the order that led to the establishment of the Blueprint. The second order began the process of winding down the State’s COVID 19-related executive orders in several phases: by June 30, 2021 (including most of Order N-26-20); by July 31, 2021; and by September 30, 2021. Under the order’s timeline, by September 30, 2021, nearly 90% of the executive actions taken since March 2020 will have been lifted. In addition, on June 11, 2021, the California Department of Public Health issued an order that took effect on June 15, 2021. The order replaced the previous public health orders, allowing all sectors to return to usual operations, with limited exceptions for events characterized by large crowds (greater than 5,000 attendees indoors and 10,000 attendees outdoors), which will require (indoors) or recommend (outdoors) vaccine verification and/or negative testing through October 1, 2021. Face coverings are required in certain settings, such as on public transit, indoors in schools and childcare settings, and in healthcare settings, as well as, for unvaccinated individuals, in all indoor public settings and businesses. Additionally, Californians are required to follow existing guidance for K-12 schools, childcare programs, and other supervised youth activities.

[As a result of the outbreak of COVID-19, the District closed its schools for in-person learning for the remainder of the 2019-20 school year effective March 12, 2020 and began instruction through distance learning. The District opened the 2020-21 school year in an all distance learning environment. In accordance with the State’s school reopening guidelines, the District has phased into a hybrid model (a blend of in-person instruction and distance learning and a full distance (no in-person instruction)), based on parent choice, beginning the week of March 1, 2021. The District has returned to full in-person instruction in the 2021-22 school year, with an all-remote learning option for certain students.]

Other potential impacts to the District associated with the COVID-19 outbreak include, but are not limited to, increasing costs and challenges relating to establishing distance learning programs or other

measures to permit instruction while schools remain closed, disruption of the regional and local economy with corresponding decreases in tax revenues, including property tax revenue, sales tax revenue and other revenues, increases in tax delinquencies, potential declines in property values, and decreases in new home sales, and real estate development. The economic consequences and the volatility in the U.S. and global stock markets resulting from the spread of COVID-19, and responses thereto by local, State, and the federal governments, could have a material impact on the investments in the State pension trusts, which could materially increase the unfunded actuarial accrued liability of the STRS Defined Benefit Program and PERS Schools Pool, which, in turn, could result in material changes to the District's required contribution rates in future fiscal years. See "EUREKA CITY SCHOOLS –Retirement Programs" herein.

The COVID-19 outbreak is ongoing, and the ultimate geographic spread of the virus, the duration and severity of the outbreak, the effectiveness of the available vaccines in containing the spread or mutation of the virus, and the economic and other of actions that may be taken by governmental authorities to contain the outbreak or to treat its impact are uncertain. Additional information with respect to events surrounding the outbreak of COVID-19 and responses thereto can be found on State and local government websites, including but not limited to: the Humboldt County Department of Health (<https://humboldt.gov.org/330/Public-Health/>), the Governor's office (<http://www.gov.ca.gov>) and the California Department of Public Health (<https://covid19.ca.gov/>). *The District has not incorporated by reference the information on such websites, and the District does not assume any responsibility for the accuracy of the information on such websites.*

The ultimate impact of COVID-19 on the District's operations and finances is unknown. There can be no assurances that the spread of COVID-19, or the responses thereto by local, State, or the federal government, will not materially adversely impact the local, State and national economies or the assessed valuation of property within the District, or adversely impact enrollment or ADA within the District or materially adversely impact the financial condition or operations of the District. See also "TAX BASE FOR PAYMENT OF THE BONDS –Assessed Valuations" herein.

Other Revenue Sources

The federal government provides funding for several school district programs, including special education programs, programs under the Every Student Succeeds Act, and specialized programs such as Drug Free Schools, Innovative Strategies, and Vocational & Applied Technology. In addition, school districts may receive additional local revenues beyond local property tax collections, such as leases and rentals, interest earnings, interagency services, developer fees, redevelopment revenues, and other local sources.

Budget Process

State Budgeting Requirements. The District is required by provisions of the State Education Code to maintain a balanced budget each year, in which the sum of expenditures and the ending fund balance cannot exceed the sum of revenues and the carry-over fund balance from the previous year. The State Department of Education imposes a uniform budgeting and accounting format for school districts. The budget process for school districts was substantially amended by Assembly Bill 1200 ("AB 1200"), which became State law on October 14, 1991. Portions of AB 1200 are summarized below. Additional amendments to the budget process were made by Assembly Bill 2585, effective as of September 9, 2014, including the elimination of the dual budget cycle option for school districts. All school districts must now be on a single budget cycle.

School districts must adopt a budget on or before July 1 of each year. The budget must be submitted to the county superintendent within five days of adoption or by July 1, whichever occurs first. The county

superintendent will examine the adopted budget for compliance with the standards and criteria adopted by the State Board of Education and identify technical corrections necessary to bring the budget into compliance, and will determine if the budget allows the district to meet its current obligations, if the budget is consistent with a financial plan that will enable the district to meet its multi-year financial commitments, whether the budget includes the expenditures necessary to implement a local control and accountability plan, and whether the budget's ending fund balance exceeds the minimum recommended reserve for economic uncertainties.

On or before August 15, the county superintendent will approve, conditionally approve or disapprove the adopted budget for each school district. Budgets will be disapproved if they fail the above standards. The district board must be notified by August 15 of the county superintendent's recommendations for revision and reasons for the recommendations. The county superintendent may assign a fiscal advisor or appoint a committee to examine and comment on the superintendent's recommendations. The committee must report its findings no later than August 20. Any recommendations made by the county superintendent must be made available by the district for public inspection. No later than September 22, the county superintendent must notify the State Superintendent of Public Instruction of all school districts whose budget may be disapproved.

For districts whose budgets have been disapproved, the district must revise and readopt its budget by September 8, reflecting changes in projected income and expense since July 1, including responding to the county superintendent's recommendations. The county superintendent must determine if the budget conforms with the standards and criteria applicable to final district budgets and not later than October 8, will approve or disapprove the revised budgets. If the budget is disapproved, the county superintendent will call for the formation of a budget review committee pursuant to Education Code Section 42127.1. No later than October 8, the county superintendent must notify the State Superintendent of Public Instruction of all school districts whose budget has been disapproved. Until a district's budget is approved, the district will operate on the lesser of its proposed budget for the current fiscal year or the last budget adopted and reviewed for the prior fiscal year.

Interim Financial Reports. Under the provisions of AB 1200, each school district is required to file interim certifications with the county office of education as to its ability to meet its financial obligations for the remainder of the then-current fiscal year and, based on current forecasts, for the subsequent fiscal year. The county office of education reviews the certification and issues either a positive, negative or qualified certification. A positive certification is assigned to any school district that will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification is assigned to any school district that will be unable to meet its financial obligations for the remainder of the current fiscal year or subsequent fiscal year. A qualified certification is assigned to any school district that may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

[Within the past five fiscal years, the District has filed all interim reports with a "positive" designation, and the County Office of Education has accepted such designations.]

Budgeting Trends. The District's general fund adopted budgets for fiscal years 2017-18 through 2021-22 and audited actual results for fiscal years 2016-17 through 2020-21, and projected ending results for fiscal year 2021-22 are set forth on the following page.

GENERAL FUND BUDGETING
Fiscal Years 2017-18 through 2021-22
Eureka City Schools

	Fiscal Year 2017-18⁽¹⁾		Fiscal Year 2018-19⁽¹⁾		Fiscal Year 2019-20⁽¹⁾		Fiscal Year 2020-21⁽¹⁾		Fiscal Year 2021-20 Projected⁽²⁾	
REVENUES	<u>Budgeted</u>	<u>Ending</u>	<u>Budgeted</u>	<u>Ending</u>	<u>Budgeted</u>	<u>Ending</u>	<u>Budgeted</u>	<u>Ending</u>	<u>Budgeted</u>	<u>Projected</u>
LCFF Sources	\$33,716,373	\$33,828,958	\$35,942,072	\$36,200,563	\$36,590,370	\$37,300,621				
Federal	3,507,088	4,268,537	4,488,687	4,543,166	3,205,198	3,076,152				
Other State	2,972,778	4,210,795	4,157,972	5,553,924	3,333,169	4,578,181				
Other Local	<u>2,152,880</u>	<u>2,431,353</u>	<u>2,331,462</u>	<u>2,576,520</u>	<u>2,476,719</u>	<u>2,577,380</u>				
Total Revenues	42,349,119	44,739,643	46,920,193	48,874,173	45,605,456	47,532,334				
EXPENDITURES										
Certificated Salaries	15,839,933	15,869,454	16,805,861	16,154,277	16,052,521	15,975,871				
Classified Salaries	6,686,135	6,669,635	6,957,845	7,102,432	7,499,912	7,205,070				
Employee Benefits	11,642,234	11,729,359	12,926,193	13,824,312	13,117,395	13,125,009				
Books and Supplies	2,047,161	1,917,514	2,026,887	1,976,543	2,219,360	1,895,866				
Services, Other Operating Expenses	4,544,108	5,664,316	5,801,234	5,471,420	5,312,780	4,626,893				
Capital outlay	147,582	291,877	964,136	539,213	558,569	746,933				
Other Outgo	<u>2,152,744</u>	<u>2,313,240</u>	<u>2,387,136</u>	<u>2,613,366</u>	<u>2,581,308</u>	<u>2,381,187</u>				
Total Expenditures	43,059,897	44,455,395	47,869,392	47,681,563	47,341,845	45,956,829				
EXCESS (DEFICIENCY) OR REVENUES OVER (UNDER) EXPENDITURES	(710,778)	284,248	(949,199)	1,192,610	(1,736,389)	1,575,505				
OTHER FINANCING SOURCES (USES)										
Operating transfers out	(279,363)	(252,162)	(187,219)	(113,000)	(140,177)	(415,075)				
Contributions	<u>5,588,004</u>	--	<u>5,644,097</u>	--	--	--				
Total Other Financing Sources and Uses	5,308,641	(252,162)	5,457,688	(113,000)	(140,177)	(415,075)				
Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Sources	4,597,863	32,086	4,508,489	1,079,510	(1,876,566)	1,160,430				
Fund Balance, July 1	<u>6,320,909</u>	<u>6,320,909</u>	<u>6,352,995</u>	<u>6,352,995</u>	<u>7,432,505</u>	<u>7,432,505</u>				
Fund Balance, June 30	<u>\$10,918,772</u>	<u>\$6,352,995</u>	<u>\$10,861,484</u>	<u>\$7,432,505</u>	<u>\$5,555,939</u>	<u>\$8,592,935</u>				

⁽¹⁾ From the District's audited financial statements for each fiscal year. Note, the auditor includes Fund 17 Special Reserve and Fund 20 Retiree Benefit Reserve within the general fund balance.

⁽²⁾ From the Districts First Interim Report for fiscal year 2021-22, approved by the Board on December 9, 2021.

Source: Eureka City Schools.

Accounting Practices

The accounting policies of the District conform to generally accepted accounting principles in accordance with policies and procedures of the California School Accounting Manual. This manual, according to Education Code Section 41010, is to be followed by all California school districts. Revenues are recognized in the period in which they become both measurable and available to finance expenditures of the current fiscal period. Expenditures are recognized in the period in which the liability is incurred.

Comparative Financial Statements

Audited financial statements for the District for the fiscal year ended June 30, 2019, and prior fiscal years are on file with the District and available for public inspection at the Office of the Assistant Superintendent, Business Services of the District, 2100 J Street, Eureka, California 95501, telephone: (707) 441-2400. The District's audited financial statements for the year ended June 30, 2021 are attached hereto as APPENDIX B.

The table on the following page reflects the District's general fund revenues, expenditures and changes in fund balance for fiscal years 2016-17 through 2020-21.

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**AUDITED STATEMENT OF GENERAL FUND REVENUES, EXPENDITURES
AND CHANGED IN FUND BALANCES**
Fiscal Years 2016-17 through 2020-21
Eureka City Schools

	<u>Fiscal Year 2016-17</u>	<u>Fiscal Year 2017-18</u>	<u>Fiscal Year 2018-19</u>	<u>Fiscal Year 2019-20</u>	<u>Fiscal Year 2020-21</u>
REVENUES					
LCFF sources	\$32,893,726	\$33,828,958	\$36,200,563	\$37,300,621	
Federal	3,564,459	4,268,537	4,543,166	3,076,152	
Other State	4,308,335	4,210,795	5,553,924	4,578,181	
Other Local	<u>2,345,400</u>	<u>2,431,353</u>	<u>2,576,520</u>	<u>2,577,380</u>	
Total Revenues	43,111,920	44,739,643	48,874,173	47,532,334	
EXPENDITURES					
Certificated salaries	15,962,940	15,869,454	16,154,277	15,975,871	
Classified salaries	6,387,555	6,669,635	7,102,432	7,205,070	
Employee benefits	11,235,855	11,729,359	13,824,312	13,125,009	
Books and supplies	1,602,001	1,917,514	1,976,543	1,895,866	
Contract services and operating expenditures	5,268,879	5,664,316	5,471,420	4,626,893	
Capital outlay	218,732	291,877	539,213	746,933	
Other outgo	<u>1,963,374</u>	<u>2,313,240</u>	<u>2,613,366</u>	<u>2,381,187</u>	
Total Expenditures	42,639,336	44,455,395	47,681,563	45,956,829	
EXCESS (DEFICIENCY) OR REVENUES OVER (UNDER) EXPENDITURES	472,584	284,248	1,192,610	1,575,505	
OTHER FINANCING SOURCES (USES)					
Operating Transfers in	--	--	--	--	
Operating transfers out ⁽¹⁾	<u>(341,048)</u>	<u>(252,162)</u>	<u>(113,100)</u>	<u>(415,075)</u>	
Total Other Financing Sources and Uses	(341,048)	(252,162)	(113,100)	(415,075)	
Excess (Deficiency) of Revenues and Other Financing Sources Over (Under) Expenditures and Other Financing Sources	131,536	32,086	1,079,510	1,160,430	
Fund Balance, July 1	<u>6,189,373</u>	<u>6,320,909</u>	<u>6,352,995</u>	<u>7,432,505</u>	
Fund Balance, June 30	<u>\$6,320,909</u>	<u>\$6,352,995</u>	<u>\$7,432,505</u>	<u>\$8,592,935</u>	

(1) Primarily reflects transfers to the Adult Education Fund, Child Development Fund and Cafeteria Fund for operating expenses.

Source: Eureka City Schools.

State Budget

The following information concerning the State's budget has been obtained from publicly available information which the District believes to be reliable; however, the District does not guarantee the accuracy or completeness of this information and has not independently verified such information. Furthermore, it should not be inferred from the inclusion of this information in this Official Statement that the principal of or interest on the Bonds is payable from the general fund of the District. The Bonds are payable from the proceeds of an ad valorem property tax required to be levied by the County on taxable property within the boundaries of the District in an amount sufficient for the payment thereof.

2021-22 State Budget. On July 16, 2021, the Governor signed a series of bills representing the State budget for fiscal year 2021-22 (the "2021-22 Budget"). The Governor's signing followed negotiations between the Governor and the State Legislature regarding the final provisions of the 2021-22 Budget, including the expenditure of a large projected State general fund surplus. The State Legislature passed temporary budgetary legislation in June of 2021 to meet the required constitutional deadline. The following is drawn from the DOF summary of the 2021-22 Budget.

The 2021-22 Budget indicates that revenues are up significantly from the forecast included in the Governor's proposed State budget for fiscal year 2021-22, resulting in a large budgetary surplus. This is a result of strong cash trends, two major federal relief bills since the beginning of 2021, continued stock market appreciation, and a significantly upgraded economic forecast from the prior fiscal year. The 2021-22 Budget also reports that the State has received approximately \$285 billion in federal COVID-19 stimulus funding for State programs. Although the 2021-22 Budget acknowledges that building reserves and paying down debts are critical, the 2021-22 Budget allocates approximately 85% of discretionary funds to one-time spending. The multi-year forecast reflects a budget roughly in balance, although the 2021-22 Budget assumes that risks remain to the economic forecast, including a stock market decline that could reduce State revenues.

For fiscal year 2020-21, the 2021-22 Budget projects total general fund revenues and transfers of \$188.8 billion and authorizes expenditures of \$166.1 billion. The State is projected to end the 2020-21 fiscal year with total available reserves of \$39.8 billion, including \$25.1 billion in the traditional general fund reserve, \$12.3 billion in the BSA, \$1.9 billion in the PSSSA and \$450 million in the Safety Net Reserve Fund. For fiscal year 2021-22, the 2021-22 Budget projects total general fund revenues and transfers of \$175.3 billion and authorizes expenditures of \$196.4 billion. The State is projected to end the 2021-22 fiscal year with total available reserves of \$25.2 billion, including \$4 billion in the traditional general fund reserve, \$15.8 billion in the BSA, \$4.5 billion in the PSSSA and \$900 million in the Safety Net Reserve Fund. The balance in the PSSSA in fiscal year 2021-22 is projected to trigger school district reserve caps beginning in fiscal year 2022-23. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Proposition 2" herein.

The 2021-22 Budget sets the Proposition 98 minimum funding guarantee for fiscal year 2021-22 at \$93.7 billion. This results in per-pupil funding of \$13,976 from Proposition 98 funding, growing to \$21,555 when accounting for all funding sources. The Proposed 2021-22 Budget also makes retroactive increases to the minimum funding guarantee in fiscal years 2019-20 and 2020-21, setting them at \$79.3 billion and \$93.4 billion, respectively. Collectively, this represents a three-year increase in the minimum funding guarantee of \$47 billion from the level projected by the 2020-21 State budget. In addition, Test 1 is projected to be in effect over this three year period.

Other significant features relating to K-12 school district funding include the following:

- Local Control Funding Formula:* The 2021-22 Budget funds a compounded COLA of 4.05%, representing an adjustment of 2.31% allocable to fiscal year 2020-21 and a fiscal year 2021-22 adjustment of 1.7%. Additionally, to assist local educational agencies address ongoing fiscal pressures, the 2021-22 Budget also includes \$520 million in Proposition 98 funding to provide a 1% increase in LCFF base funding. This discretionary increase, when combined with the compounded COLA, results in a 5.07% growth in LCFF funding over 2020-21 levels. As result, the adjusted Base Grants for fiscal year 2021-22 are as follows: (i) \$8,093 for grades Kindergarten through 3, (ii) \$8,215 for grades 4 through 6, (iii) \$8,458 for grades 7 and 8, and (iv) \$9,802 for grades 9 through 12. To increase the number of adults providing direct services to students on school campuses, the 2021-22 Budget also includes an ongoing increase to the LCFF Concentration Grant of \$1.1 billion, an increase from 50% to 65%. See “DISTRICT FINANCIAL INFORMATION – State Funding of Education – Local Control Funding Formula” herein. Local educational agencies that are recipients of these funds will be required to demonstrate in their LCAPs how these funds are used to increase the number of certificated and classified staff on their campuses, including school counselors, nurses, teachers, paraprofessionals, custodial staff, and other student support providers.
- Deferrals:* The State budget for fiscal year 2020-21 deferred approximately \$1.9 billion in K-12 apportionments in fiscal year 2019-20, growing to more than \$11 billion in fiscal year 2020-21. The 2021-22 Budget eliminates in its entirety all K-12 deferrals in fiscal year 2021-22.
- Universal Transitional Kindergarten:* The 2021-22 Budget includes a series of provisions intended to incrementally establish a universal transitional kindergarten for four-year-old children. Full implementation is expected by fiscal year 2025-26. Local educational agencies will able to use fiscal year 2021-22 for planning and infrastructure development. The 2021-22 Budget indicates that the costs to the State general fund of the plan are projected to be approximately \$600 million in fiscal year 2022-23, growing to approximately \$2.7 billion in fiscal year 2025-26. The 2021-22 Budget includes \$200 million in one-time Proposition 98 funding for planning and implementation grants for all local educational agencies and \$100 million in one-time Proposition 98 funding to train and increase the number of early childhood educators. To build on and enhance the quality of the existing transitional kindergarten program, the 2021-22 Budget also proposes new ongoing Proposition 98 funding beginning in fiscal year 2022-23 to provide one additional certificated or classified staff person in each transitional kindergarten classroom, reducing adult-to-child ratios from 1:24 to 1:12.
- Student Supports:* \$3 billion, available over several years, to expand and strengthen the implementation and use of community school models in communities with high levels of poverty. Community schools typically integrate health, mental health and other services for students and families and provide these services directly on school campuses. In addition, the 2021-22 Budget provides \$547.5 million in one-time Proposition 98 funding to assist high school students, particularly those that are eligible for free and/or reduced priced meals, English learners or foster youth, to graduate having completed certain classes required for admission to the California State University and University of California systems.
- County Offices of Education:* In recognition of the disproportionate impact of the COVID-19 pandemic on youth in foster care, the 2021-22 Budget provides \$30 million in one-time Proposition 98 funding to county offices of education to work with local partners to coordinate and provide direct services to these students.

- *Expanded Learning Time:* \$1.8 billion of Proposition 98 funding as part of a multi-year plan to implement expanded-day, full-year instruction and enrichment for all elementary school students, with a focus on local educational agencies with the highest concentrations of low-income students, English language learners, and youth in foster care. Pursuant to this plan, all local educational agencies will receive funding for expanded learning opportunities based on their number of low-income students, English language learners, and youth in foster care, with local educational agencies with the highest concentrations of these students receiving a higher funding rate. All local educational agencies will be required to offer expanded learning opportunities to the students generating the funding, with the local educational agencies receiving the higher funding rate required to offer expanded learning opportunities to all students. Students will have access to no-cost after school and summer programs, which when combined with regular instructional time, is expected to provide these students with the opportunity for nine hours of developmentally appropriate academics and enrichment activities per instructional day and for six weeks each summer. Additionally, these programs will be required to maintain adult-to-student ratios of no less than 1:10 for Transitional Kindergarten and Kindergarten students and 1:20 for students in first through sixth grades.
- *Educator Preparation, Retention and Training:* \$2.9 billion to support a variety of initiatives intended to further expand the State's educator preparation and training infrastructure, including meeting the needs of early childhood educators.
- *Nutrition:* \$54 million in additional Proposition 98 funding to reimburse all meals served to students, including those who would not normally qualify for reimbursement under the State's existing meal program. Beginning in fiscal year 2022-23, all public schools will be required to provide two free meals per day to any student who requests one, regardless of income eligibility. Further, all schools eligible for the federal universal meals provision program will be required to apply for it, and the State will cover any remaining unreimbursed costs up to the federal free per-meal rate, at an estimated annual cost of \$650 million in Proposition 98 funding. Additionally, the 2021-22 Budget provides \$150 million in one-time Proposition 98 funding for school districts to upgrade kitchen infrastructure and equipment, and to provide training to food service employees.
- *Remote Learning:* The 2021-22 Budget requires that all districts return to full-time in-person instruction for the 2021-22 school year. Consistent with all school years prior to fiscal year 2020-21, this mode of instruction will be the default for all students, and generally one of only two ways in which local educational agencies can earn State apportionment funding in fiscal year 2021-22. However, to give families a high-quality option for non-classroom based instruction, and to provide local educational agencies with an option to generate state funding by serving students outside the classroom in response to parent requests, the Budget requires school districts and county offices of education to provide students with an independent study option and includes a series of improvements to the State's existing independent study programs.
- *Special Education:* \$1.7 billion to invest in and improve instruction and services for students with disabilities to provide, among other things, learning recovery support, an increase in the State-wide base funding rate for special education funding, a 4.05% COLA to State special education funding, and early intervention services for preschool-aged children.
- *Career Technical Education (CTE):* An increase of \$150 million in ongoing Proposition 98 funding to augment opportunities for local educational agencies to participate in the CTE

Incentive Grant Program. The 2021-22 Budget also provides an increase of \$86.4 million in one-time Proposition 98 funding for CTE regional occupational centers or programs operated by joint powers authorities to address costs associated with the COVID-19 pandemic.

For additional information regarding the 2021-22 Budget, see the DOF website at www.dof.ca.gov. However, the information presented on such website is not incorporated herein by reference.

Assembly Bill 86. On March 4, 2021, the Governor signed into law Assembly Bill 86 (“AB 86”), urgency legislation which provided approximately \$6.6 billion to accelerate the return of in-person school instruction and expand student support. Specifically, AB 86 provided \$2 billion for in-person instruction grants to local educational agencies (with the exception of non-classroom based charter schools and independent study programs) that can be used for, among other things, personal protective equipment, ventilation upgrades and COVID-19 testing. To qualify for the funding, local educational agencies were required to offer in-person instruction for Kindergarten through second grade, and all grades levels for high-need students, by March 31, 2021, losing 1% of eligible funds for every day thereafter if they did not. Schools in the Blueprint’s red, orange or yellow tiers were required to offer in-person instruction to all elementary grades and at least one middle or high school grade or risk losing the same amount of funding. Local educational agencies forfeited eligibility for all funding if they did not resume in-person instruction by May 15, 2021. Funding will be allocated proportionally on the basis of LCFF funding entitlements, determined as of the fiscal year 2020-21 second principal apportionment certification.

The remaining \$4.6 billion was allocated for supplemental instruction and support for social and emotional well-being. Schools will be able to use the funds for, among other things, providing more instructional time (including summer school), tutoring, learning recovery programs, mental health services, access to school meal programs, programs to address pupil trauma and supports for credit-deficient students. Funding will be allocated proportionally on the basis of LCFF funding entitlements, determined as of the fiscal year 2020-21 second principal apportionment certification. Local educational agencies will also receive an additional \$1,000 for each homeless pupil enrolled in the 2020-21 fiscal year.

AB 86 also codified several State programs that support the safe re-opening of schools, including (i) setting aside 10% of available vaccines for education workers, (ii) COVID-19-related data reporting requirements, and (iii) additional funding for the State’s “Safe Schools Team,” which provides technical assistance and oversight to schools that experience COVID-19 outbreaks.

Future Actions and Events. The District cannot predict what additional actions will be taken in the future by the State legislature and the Governor to address changing State revenues and expenditures. The District also cannot predict the impact such actions will have on State revenues available in the current or future years for education. The State budget will be affected by national and State economic conditions and other factors over which the District will have no control. Certain actions or results could produce a significant shortfall of revenue and cash, and could consequently impair the State’s ability to fund schools. The COVID-19 pandemic has already resulted in significant negative economic effects at State and federal levels, and additional negative economic effects are possible, each of which could negatively impact anticipated State revenue levels. In addition, the pandemic could also result in higher State expenditures, of both a direct nature (such as those related to managing the outbreak) and an indirect nature (such as higher public usage of need-based programs resulting from unemployment or disability). See “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein. State budget shortfalls in future fiscal years may also have an adverse financial impact on the financial condition of the District. However, the obligation to levy *ad valorem* property taxes upon all taxable property within the District for the payment of principal of and interest on the Bonds would not be impaired.

EUREKA CITY SCHOOLS

The information in this section concerning the operations of the District and the District's finances is provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal of and interest on the Bonds is payable from the general fund of the District. The Bonds are payable solely from the proceeds of an ad valorem property tax which is required to be levied by the County within the boundaries of the District in an amount sufficient for the payment thereof. See "THE BONDS – Security and Sources of Payment" herein.

General Information

Eureka City Schools was organized as a unified school district, effective July 1, 1998, by the unification of the Eureka City Elementary School District and Eureka City High School District. The District was originally designated as the "Eureka Unified School District" but the Board acted in 1997 to rename the District as "Eureka City Schools." The District encompasses an area of approximately 290 square miles in Humboldt County, including the city of Eureka, which is located approximately 270 miles north of San Francisco and has a population of about 50,200 residents. The District operates one preschool, four elementary schools, two middle schools, one comprehensive high school, one necessary small high school and one continuation high school.

For fiscal year 2021-22, the District's ADA is projected to be [3,341] students and property within the District has an assessed valuation of \$_____. However, the District's actual ADA and the future assessed valuation of taxable property may be affected by the ongoing COVID-19 (defined herein) outbreak. See "DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19" herein.

Unless otherwise indicated, the following financial, statistical and demographic data has been provided by the District. Additional information concerning the district and copies of the most recent and subsequent audited financial reports of the District may be obtained by contacting: Eureka City Schools, 2100 J Street, Eureka, California 95501, Attention: Assistant Superintendent, Business Services.

Administration

The District is governed by a five-member Board, each member of which is elected by trustee area to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. Current members of the Board, together with their offices and the date each member's term expires, are listed below:

BOARD OF EDUCATION Eureka City Schools

<u>Members</u>	<u>Office</u>	<u>Term Expires</u>
Lisa Ollivier	President	December 2022
Mario Fernandez	Clerk	December 2022
Mike Duncan	Member	December 2024
Susan Johnson	Member	December 2024
Fran Taplin	Member	December 2022

The Superintendent of the District is responsible for administering the affairs of the District in accordance with the policies of the Board. Brief biographies of key personnel follow:

Fred Van Vleck, Ed.D., Superintendent. Dr. Van Vleck was appointed as Superintendent of the District on July 1, 2012. Prior to joining the District, Dr. Van Vleck spent eight years with the Ceres Unified School District serving as Assistant Superintendent of Business Services, Director of Curriculum and Instruction and founding Principal of a new high school. Dr. Van Vleck earned his Doctorate Degree from the University of the Pacific, his Master's Degree from California Polytechnic State University and his Bachelors of Science Degree from California Polytechnic State University.

Paul Ziegler, Assistant Superintendent, Business Services. Mr. Ziegler has served as Assistant Superintendent, Business Services of the District since July 1, 2012. Previously, he served as the District's Chief Business Official. Prior to joining the District, after working for more than twenty years in the banking industry, Mr. Ziegler's served the Humboldt County Office of Education as an Accounting Technician. Mr. Ziegler earned his Bachelor of Arts Degree in Philosophy from the University of Southern California, and is an honors graduate of the Bank Administration Institute's Graduate School of Banking in Madison, WI.

Charter Schools

The California Legislature enacted the Charter Schools Act of 1992 (California Education Code Sections 47600-47616.5) to permit teachers, parents, students, and community members to establish schools that would be free from most state and district regulations. Revised in 1998, California's charter school law states that local boards are the primary charter approving agency and that county panels can appeal a denied charter. State education standards apply, and charter schools are required to use the same student assessment instruments. The charter school is exempt from state and local education rules and regulations, except as specified in the legislation.

The District has certain fiscal oversight and other responsibilities with respect to both independent and affiliated charter schools established within its boundaries. However, independent charter schools receive funding directly from the State, and such funding would not be reported in the District's audited financial statements. Affiliated charter schools receive their funding from the District, and would be reflected in the District's audited financial statements.

There is one charter school currently operating within the District, Pacific View Charter School (“PVCS”), which is sponsored by, but not operated by, the District (collectively, the “Charter Schools”). The District’s sponsorship of PVCS began in 2017-18. The below table shows enrollment figures for the Charter School for the past nine fiscal years and a projected amount for fiscal year 2021-22.

**CHARTER SCHOOL ENROLLMENT
FISCAL YEARS 2012-13 THROUGH 2021-22
EUREKA CITY SCHOOLS**

<u>Fiscal Year</u>	<u>Charter Schools Enrollment</u>
2012-13	165
2013-14	130
2014-15	99
2015-16	177
2016-17	159
2017-18	191
2018-19	193
2019-20	203
2020-21	176
2021-22 ⁽¹⁾	

⁽¹⁾ Projected.

Source: Eureka City Schools.

Labor Relations

The District currently employs _____ full-time equivalent (“FTE”) certificated employees and _____ FTE classified employees. District employees, except management and some part-time employees, are represented by the two bargaining units as noted below:

<u>Labor Organization</u>	<u>Contract Expiration Date</u>
Eureka Teacher’s Association	June 30, 2024
California State Employees Association	June 30, 20__

Source: Eureka City Schools.

District Retirement Programs

The information set forth below regarding the District’s retirement programs, other than the information provided by the District regarding its annual contributions thereto, has been obtained from publicly available sources which are believed to be reliable but are not guaranteed as to accuracy or completeness, and should not to be construed as a representation by either the District or the Underwriter.

STRS. All full-time certificated employees, as well as certain classified employees, are members of the California State Teachers’ Retirement System (“STRS”). STRS provides retirement, disability and survivor benefits to plan members and beneficiaries under a defined benefit program (the “STRS Defined Benefit Program”). The STRS Defined Benefit Program is funded through a combination of investment earnings and statutorily set contributions from three sources: employees, employers, and the State. Benefit provisions and contribution amounts are established by State statutes, as legislatively amended from time to time.

Prior to fiscal year 2014-15, and unlike typical defined benefit programs, none of the employee, employer nor State contribution rates to the STRS Defined Benefit Program varied annually to make up funding shortfalls or assess credits for actuarial surpluses. In recent years, the combined employer, employee and State contributions to the STRS Defined Benefit Program have not been sufficient to pay actuarially required amounts. As a result, and due to significant investment losses, the unfunded actuarial liability of the STRS Defined Benefit Program has increased significantly in recent fiscal years. In September 2013, STRS projected that the STRS Defined Benefit Program would be depleted in 31 years assuming existing contribution rates continued, and other significant actuarial assumptions were realized. In an effort to reduce the unfunded actuarial liability of the STRS Defined Benefit Program, the State passed the legislation described below to increase contribution rates.

Prior to July 1, 2014, K-14 school districts were required by such statutes to contribute 8.25% of eligible salary expenditures, while participants contributed 8% of their respective salaries. On June 24, 2014, the Governor signed AB 1469 (“AB 1469”) into law as a part of the State’s fiscal year 2014-15 budget. AB 1469 seeks to fully fund the unfunded actuarial obligation with respect to service credited to members of the STRS Defined Benefit Program before July 1, 2014 (the “2014 Liability”), within 32 years, by increasing member, K-14 school district and State contributions to STRS. Commencing July 1, 2014, the employee contribution rate increased over a three-year phase-in period in accordance with the following schedule:

**MEMBER CONTRIBUTION RATES
STRS (Defined Benefit Program)**

<u>Effective Date</u>	<u>STRS Members Hired Prior to January 1, 2013</u>	<u>STRS Members Hired After January 1, 2013</u>
July 1, 2014	8.150%	8.150%
July 1, 2015	9.200	8.560
July 1, 2016	10.250	9.205

Source: AB 1469.

Pursuant to the Reform Act (defined below), the contribution rates for members hired after the Implementation Date (defined below) will be adjusted if the normal cost increases by more than 1% since the last time the member contribution was set. The contribution rate for employees hired after the Implementation Date (defined below) increased from 9.205% of creditable compensation for fiscal year commencing July 1, 2017 to 10.205% of creditable compensation effective July 1, 2018. For fiscal year commencing July 1, 2021, the contribution rate is 10.250% for employees hired before the Implementation Date and 10.205% for employees hired after the Implementation Date, which remain unchanged the past two fiscal years.

Pursuant to AB 1469, K-14 school districts' contribution rate increased over a seven-year phase-in period in accordance with the following schedule:

**K-14 SCHOOL DISTRICT CONTRIBUTION RATES
STRS (Defined Benefit Program)**

<u>Effective Date</u>	<u>K-14 school districts</u>
July 1, 2014	8.88%
July 1, 2015	10.73
July 1, 2016	12.58
July 1, 2017	14.43
July 1, 2018	16.28
July 1, 2019	18.13
July 1, 2020	19.10

Source: AB 1469.

Based upon the recommendation from its actuary, for fiscal year 2021-22 and each fiscal year thereafter the STRS Teachers' Retirement Board (the "STRS Board"), is required to increase or decrease the K-14 school districts' contribution rate to reflect the contribution required to eliminate the remaining 2014 Liability by June 30, 2046; provided that the rate cannot change in any fiscal year by more than 1% of creditable compensation upon which members' contributions to the STRS Defined Benefit Program are based; and provided further that such contribution rate cannot exceed a maximum of 20.25%. In addition to the increased contribution rates discussed above, AB 1469 also requires the STRS Board to report to the State Legislature every five years (commencing with a report due on or before July 1, 2019) on the fiscal health of the STRS Defined Benefit Program and the unfunded actuarial obligation with respect to service credited to members of that program before July 1, 2014. The reports are also required to identify adjustments required in contribution rates for K-14 school districts and the State in order to eliminate the 2014 Liability.

On June 27, 2019, the Governor signed SB 90 ("SB 90") into law as a part of the 2019-20 Budget. Pursuant to SB 90, the State Legislature appropriated \$2.246 billion to be transferred to the Teacher's Retirement Fund for the STRS Defined Benefit Program to pay in advance, on behalf of employers, part of the contributions required for fiscal years 2019-20 and 2020-21, resulting in K-14 school districts having to contribute 1.03% less in fiscal year 2019-20 and 0.70% less in fiscal year 2020-21, resulting in employer contribution rates of 17.1% in fiscal year 2019-20 and 18.4% in fiscal year 2020-21. In addition, the State made a contribution of \$1.117 billion to be allocated to reduce the employer's share of the unfunded actuarial obligation determined by the STRS Board upon recommendation from its actuary. This additional payment was reflected in the June 30, 2020 actuarial valuation. Subsequently, the State's 2020-21 Budget redirected \$2.3 billion previously appropriated to STRS and PERS pursuant to SB 90 for long-term unfunded liabilities to further reduce the employer contribution rates in fiscal year 2020-21 and 2021-22. As a result, the effective employer contribution rate was 16.15% in fiscal year 2020-21 and is 16.92% in fiscal year 2021-22. See also "DISTRICT FINANCIAL INFORMATION – State Budget" herein.

The District's contributions to STRS were \$1,633,129 in fiscal year 2015-16, \$1,972,809 in fiscal year 2016-17, \$2,267,791 for fiscal year 2017-18, \$2,554,142 in fiscal year 2018-19, \$2,671,888 in fiscal year 2019-20, and \$_____ in fiscal year 2020-21. The District has currently projects \$_____ for its contribution to STRS for fiscal year 2021-22.

The State also contributes to STRS, currently in an amount equal to 8.328% for fiscal year 2021-22. The State's contribution reflects a base contribution rate of 2.017%, and a supplemental contribution

rate that will vary from year to year based on statutory criteria. Based upon the recommendation from its actuary, for fiscal year 2017-18 and each fiscal year thereafter, the STRS Board is required, with certain limitations, to increase or decrease the State's contribution rates to reflect the contribution required to eliminate the unfunded actuarial accrued liability attributed to benefits in effect before July 1, 1990. The STRS Board approved State supplemental contribution rate for fiscal year 2021-22 reflects an increase of 0.5% of payroll, the maximum allowed under current law.

In addition, the State is currently required to make an annual general fund contribution up to 2.5% of the fiscal year covered STRS member payroll to the Supplemental Benefit Protection Account (the "SBPA"), which was established by statute to provide supplemental payments to beneficiaries whose purchasing power has fallen below 85% of the purchasing power of their initial allowance.

PERS. Classified employees working four or more hours per day are members of the California Public Employees' Retirement System ("PERS"). PERS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by the State statutes, as legislatively amended from time to time. PERS operates a number of retirement plans including the Public Employees Retirement Fund ("PERF"). PERF is a multiple-employer defined benefit retirement plan. In addition to the State, employer participants at June 30, 2019 included 1,612 public agencies and 1,319 K-14 school districts and charter schools. PERS acts as the common investment and administrative agent for the member agencies. The State and K-14 school districts (for "classified employees," which generally consist of school employees other than teachers) are required by law to participate in PERF. Employees participating in PERF generally become fully vested in their retirement benefits earned to date after five years of credited service. One of the plans operated by PERS is for K-14 school districts throughout the State (the "Schools Pool").

Contributions by employers to the Schools Pool are based upon an actuarial rate determined annually and contributions by plan members vary based upon their date of hire. Pursuant to SB 90, the State Legislature appropriated \$904 million to the Schools Pool, including transfers in fiscal years 2019-20 and 2020-21 to the Public Employees Retirement Fund to pay, in advance on behalf of K-14 school district employers, part of the contributions required for K-14 school district employers for such fiscal years, as well as additional amounts to be applied toward certain unfunded liabilities for K-14 school district employers. In June 2020, SB 90 was amended by Assembly Bill 84/Senate Bill 111 ("AB 84"). Under AB 84, \$144 million of the State contribution under SB 90 was deemed to satisfy a portion of the State's required contribution in fiscal year 2019-20, and the amounts previously allocated toward future liabilities were redirected such that, \$430 million will satisfy a portion of the employer contribution rate in fiscal year 2020-21, and \$330 million will satisfy a portion of the employer contribution rate in fiscal year 2021-22. As a result of the payments made by the State pursuant to SB 90, as amended by AB 84, the employer contribution rate was 19.721% for fiscal year 2019-20, 20.7% in fiscal year 2020-21, and will be 22.91% in fiscal year 2021-22. See also "DISTRICT FINANCIAL INFORMATION – State Budget" herein. Participants enrolled in PERS prior to January 1, 2013 contribute at a rate established by statute, which is 7% of their respective salaries in fiscal year 2021-22, while participants enrolled after January 1, 2013 contribute at an actuarially determined rate, which is 7% in fiscal year 2021-22. See "—California Public Employees' Pension Reform Act of 2013" herein.

The District's contributions to PERS were \$764,748 in fiscal year 2015-16, \$926,277 in fiscal year 2016-17, \$1,124,498 for fiscal year 2017-18, \$1,391,946 in fiscal year 2018-19, \$1,547,809 in fiscal year 2019-20 and \$_____ in fiscal year 2020-21. The District has currently projects \$_____ for its contribution to PERS for fiscal year 2021-22.

State Pension Trusts. Each of STRS and PERS issues a separate comprehensive financial report that includes financial statements and required supplemental information. Copies of such financial reports

may be obtained from each of STRS and PERS as follows: (i) STRS, P.O. Box 15275, Sacramento, California 95851-0275; (ii) PERS, P.O. Box 942703, Sacramento, California 94229-2703. Moreover, each of STRS and PERS maintains a website, as follows: (i) STRS: www.calstrs.com; (ii) PERS: www.calpers.ca.gov. However, the information presented in such financial reports or on such websites is not incorporated into this Official Statement by any reference.

Both STRS and PERS have substantial statewide unfunded liabilities. The amount of these unfunded liabilities will vary depending on actuarial assumptions, returns on investments, salary scales and participant contributions. The following table summarizes information regarding the actuarially-determined accrued liability for both STRS and PERS. Actuarial assessments are “forward-looking” information that reflect the judgment of the fiduciaries of the pension plans, and are based upon a variety of assumptions, one or more of which may not materialize or be changed in the future. Actuarial assessments will change with the future experience of the pension plans.

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FUNDED STATUS
STRS (Defined Benefit Program) and PERS (Schools Pool)
(Dollar Amounts in Millions) ⁽¹⁾
Fiscal Years 2010-11 through 2019-20

<u>STRS</u>					
<u>Fiscal Year</u>	<u>Accrued Liability</u>	<u>Value of Trust Assets (MVA)⁽²⁾</u>	<u>Unfunded Liability (MVA)⁽²⁾</u>	<u>Value of Trust Assets (AVA)⁽³⁾</u>	<u>Unfunded Liability (AVA)⁽³⁾</u>
2010-11	\$208,405	\$147,140	\$68,365	\$143,930	\$64,475
2011-12	215,189	143,118	80,354	144,232	70,957
2012-13	222,281	157,176	74,374	148,614	73,667
2013-14	231,213	179,749	61,807	158,495	72,718
2014-15	241,753	180,633	72,626	165,553	76,200
2015-16	266,704	177,914	101,586	169,976	96,728
2016-17	286,950	197,718	103,468	179,689	107,261
2017-18	297,603	211,367	101,992	190,451	107,152
2018-19	310,719	225,466	102,636	205,016	105,703
2019-20	322,127	233,253	107,999	216,252	105,875

<u>PERS</u>					
<u>Fiscal Year</u>	<u>Accrued Liability</u>	<u>Value of Trust Assets (MVA)</u>	<u>Unfunded Liability (MVA)</u>	<u>Value of Trust Assets (AVA)⁽³⁾</u>	<u>Unfunded Liability (AVA)⁽³⁾</u>
2010-11	\$58,358	\$45,901	\$12,457	\$51,547	\$6,811
2011-12	59,439	44,854	14,585	53,791	5,648
2012-13	61,487	49,482	12,005	56,250	5,237
2013-14	65,600	56,838	8,761	-- ⁽⁴⁾	-- ⁽⁴⁾
2014-15	73,325	56,814	16,511	-- ⁽⁴⁾	-- ⁽⁴⁾
2015-16	77,544	55,785	21,759	-- ⁽⁴⁾	-- ⁽⁴⁾
2016-17	84,416	60,865	23,551	-- ⁽⁴⁾	-- ⁽⁴⁾
2017-18	92,071	64,846	27,225	-- ⁽⁴⁾	-- ⁽⁴⁾
2018-19 ⁽⁵⁾	99,528	68,177	31,351	-- ⁽⁴⁾	-- ⁽⁴⁾
2019-20 ⁽⁶⁾	104,062	71,400	32,662	-- ⁽⁴⁾	-- ⁽⁴⁾

⁽¹⁾ Amounts may not add due to rounding.

⁽²⁾ Reflects market value of assets, including the assets allocated to the SBPA reserve. Since the benefits provided through the SBPA are not a part of the projected benefits included in the actuarial valuations summarized above, the SBPA reserve is subtracted from the STRS Defined Benefit Program assets to arrive at the value of assets available to support benefits included in the respective actuarial valuations.

⁽³⁾ Reflects actuarial value of assets.

⁽⁴⁾ Effective for the June 30, 2014 actuarial valuation, PERS no longer uses an actuarial value of assets.

⁽⁵⁾ For fiscal year 2020-21, the additional \$430 million State contribution made pursuant to AB 84 did not directly impact the actuarially determined contribution as it was not yet in the Schools Pool by the June 30, 2019 actuarial valuation date. The additional State contribution was treated as an advance payment toward the unfunded accrued liability contribution with required employer contribution rate correspondingly reduced.

⁽⁶⁾ For fiscal year 2021-22, the impact of the additional \$330 million State contribution made pursuant to AB 84 is directly reflected in the actuarially determined contribution, because the additional payment was in the Schools Pool as of the June 30, 2020 actuarial valuation date, which served to reduce the required employer contribution rate by 2.16% of payroll.

Source: PERS Schools Pool Actuarial Valuation; STRS Defined Benefit Program Actuarial Valuation.

The STRS Board has sole authority to determine the actuarial assumptions and methods used for the valuation of the STRS Defined Benefit Program. Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2010, through June 30, 2015) (the "2017 Experience Analysis"), on February 1, 2017, the STRS Board adopted a new set of actuarial assumptions that reflect member's increasing life expectancies and current economic trends. These new assumptions were first reflected in the

STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2016 (the “2016 STRS Actuarial Valuation”). The new actuarial assumptions include, but are not limited to: (i) adopting a generational mortality methodology to reflect past improvements in life expectancies and provide a more dynamic assessment of future life spans, (ii) decreasing the investment rate of return (net of investment and administrative expenses) to 7.25% for the 2016 STRS Actuarial Valuation and 7.00% for the June 30, 2017 actuarial evaluation (the “2017 STRS Actuarial Valuation”), and (iii) decreasing the projected wage growth to 3.50% and the projected inflation rate to 2.75%.

Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2015, through June 30, 2018) (the “2020 Experience Analysis”), on January 31, 2020, the STRS Board adopted a new set of actuarial assumptions that were first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2019 (the “2019 STRS Actuarial Valuation”). While no changes were made to the actuarial assumptions discussed above, which were established as a result of the 2017 Experience Analysis, certain demographic changes were made, including: (i) lowering the termination rates to reflect a continued trend of lower than expected teachers leaving their employment prior to retirement, and (ii) adopting changes to the retirement rates for both employees hire before the Implementation Date and after the Implementation Date to better reflect the anticipated impact of years of service on retirements. The 2019 STRS Actuarial Valuation continues using the Entry Age Normal Actuarial Cost Method.

The STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2020 (the “2020 STRS Actuarial Valuation”) reports that the unfunded actuarial obligation increased by \$172 million since the 2019 STRS Actuarial Valuation and the funded ratio increased by 1.1% to 67.1% over such time period. The increase in the funded ratio is primarily due to salary increases less than assumed, additional State contributions, and contributions to pay down the unfunded actuarial obligation under the STRS Board’s valuation policy.

According to the 2020 STRS Actuarial Valuation, the future revenues from contributions and appropriations for the STRS Defined Benefit Program are projected to be approximately sufficient to finance its obligations with a projected ending funded ratio in fiscal year ending June 30, 2046 of 99.6%, except for a small portion of the unfunded actuarial obligation related to service accrued on or after July 1, 2014 for member benefits adopted after 1990, for which AB 1469 provides no authority to the STRS Board to adjust rates to pay down that portion of the unfunded actuarial obligation. This finding reflects the scheduled contribution rate increases directed by statute, assumes additional increases in the scheduled contribution rates allowed under the current law will be made, and is based on the valuation assumptions and valuation policy adopted by the STRS Board, including a 7.00% investment rate of return assumption.

In the STRS 2020 Review of Funding Levels and Risks, STRS noted that COVID-19 has the potential to affect investment performance, the number of teachers working in California and the longevity of STRS members, which are the three main risks to long-term funding that STRS has been monitoring for the last few years. See “DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19” herein. In the 2020 STRS Actuarial Report, the actuary reports that a potential decline in the number of teachers and a slower growth in total payroll constitute the largest risk facing employers with respect to STRS. For the 2020 STRS Actuarial Valuation, the number of teachers actively working dropped from 451,000 on June 30, 2019, to about 448,000 on June 30, 2020. This drop in the number of working teachers, combined with salary increases, resulted in the payroll increasing by approximately 2.8% between 2019 and 2020, below the assumed 3.5% annual payroll growth. The actuary notes that the assumed growth in the total payroll was a key component of the employer contribution rate calculated in the 2020 STRS Actuarial Valuation, and that a slower growth will require a higher employer contribution rate to be able to collect the same amount of contributions. The actuary notes that the number of active teachers could be impacted in the future by K-12 enrollment, as well as teacher retirements. Based on CDE reports, net enrollment in K-12 school districts decreased by 3% (160,000 students) in 2020-21, the largest drop in 20

years, and the Department of Finance projects enrollment will continue to decline in the State over the next decade. In addition, in the first half of the fiscal year, STRS has seen a 26% increase in the number of retirements, and while an increase in retirements would normally not impact long-term funding, decisions made by employers about whether or not to replace the teachers who have retired could impact STRS ability to reach full funding by 2046, especially if it leads to an overall reduction in the number of teachers working in the State and a reduction in total payroll.

In recent years, the PERS Board of Administration (the “PERS Board”) has taken several steps, as described below, intended to reduce the amount of the unfunded accrued actuarial liability of its plans, including the Schools Pool.

On March 14, 2012, the PERS Board voted to lower the PERS’ rate of expected price inflation and its investment rate of return (net of administrative expenses) (the “PERS Discount Rate”) from 7.75% to 7.5%. On February 18, 2014, the PERS Board voted to keep the PERS Discount Rate unchanged at 7.5%. On November 17, 2015, the PERS Board approved a new funding risk mitigation policy to incrementally lower the PERS Discount Rate by establishing a mechanism whereby such rate is reduced by a minimum of 0.05% to a maximum of 0.25% in years when investment returns outperform the existing PERS Discount Rate by at least four percentage points. On December 21, 2016, the PERS Board voted to lower the PERS Discount Rate to 7.0% over a three year phase-in period in accordance with the following schedule: 7.375% for the June 30, 2017 actuarial valuation, 7.25% for the June 30, 2018 actuarial valuation and 7.00% for the June 30, 2019 actuarial valuation. The new discount rate went into effect July 1, 2017 for the State and July 1, 2018 for K-14 school districts and other public agencies. Lowering the PERS Discount Rate means employers that contract with PERS to administer their pension plans will see increases in their normal costs and unfunded actuarial liabilities. Active members hired after January 1, 2013, under the Reform Act (defined below) will also see their contribution rates rise. The PERS Funding Risk Mitigation Policy recently triggered an automatic decrease of 0.2% in the PERS Discount Rate due to the investment return in fiscal year 2020-21, lowering such rate to 6.8%.

On April 17, 2013, the PERS Board approved new actuarial policies aimed at returning PERS to fully-funded status within 30 years. The policies include a rate smoothing method with a 30-year fixed amortization period for gains and losses, a five-year increase of public agency contribution rates, including the contribution rate at the onset of such amortization period, and a five year reduction of public agency contribution rates at the end of such amortization period. The new actuarial policies were first included in the June 30, 2014 actuarial valuation and were implemented with respect the State, K-14 school districts and all other public agencies in fiscal year 2015-16.

Also, on February 20, 2014, the PERS Board approved new demographic assumptions reflecting (i) expected longer life spans of public agency employees and related increases in costs for the PERS system and (ii) trends of higher rates of retirement for certain public agency employee classes, including police officers and firefighters. The new actuarial assumptions were first reflected in the Schools Pool in the June 30, 2015 actuarial valuation. The increase in liability due to the new assumptions will be amortized over 20 years with increases phased in over five years, beginning with the contribution requirement for fiscal year 2016-17. The new demographic assumptions affect the State, K-14 school districts and all other public agencies.

The PERS Board is required to undertake an experience study every four years under its Actuarial Assumptions Policy and State law. As a result of the most recent experience study, on November 17, 2021, the PERS Board approved new actuarial assumptions, including (i) lowering the inflation rate to 2.30% per year, (ii) increasing the assumed real wage inflation assumption to 0.5%, which results in a total wage inflation of 2.80%, (iii) increasing the payroll growth rate to 2.80%, and (iii) certain changes to demographic assumptions relating to modifications to the mortality rates, retirement rates, and disability rates (both work

and non-work related), and rates of salary increases due to seniority and promotion. These actuarial assumptions will be incorporated into the actuarial valuation for fiscal year ending June 30, 2021 and will first impact contribution rates for school districts in fiscal year 2022-23. Based on the timing of the study, the member data used in the analysis, which runs through June 30, 2019, does not include the impacts of COVID-19. Preliminary analysis of the system experience since the beginning of the pandemic has shown demographic experience (e.g. retirements, deaths, etc.) did differ from the current actuarial assumptions in some areas, which will be more precisely quantified in future actuarial valuations. However, as of November 2021, PERS did not believe that the demographic impacts of COVID-19 would have a material impact on the system experience going forward.

On February 14, 2018, the PERS Board approved a new actuarial amortization policy with an effective date for actuarial valuations beginning on or after June 30, 2019, which includes (i) shortening the period over which actuarial gains and losses are amortized from 30 years to 20 years, (ii) requiring that amortization payments for all unfunded accrued liability bases established after the effective date be computed to remain a level dollar amount throughout the amortization period, (iii) removing the 5-year ramp-up and ramp-down on unfunded accrued liability bases attributable to assumptions changes and non-investment gains/losses established on or after the effective date and (iv) removing the 5-year ramp-down on investment gains/losses established after the effective date. While PERS expects that reducing the amortization period for certain sources of unfunded liability will increase future average funding ratios, provide faster recovery of funded status following market downturns, decrease expected cumulative contributions, and mitigate concerns over intergenerational equity, such changes may result in increases in future employer contribution rates.

The Schools Pool Actuarial Valuation as of June 30, 2020 (the “2020 PERS Actuarial Valuation”), reported that from June 30, 2019 to June 30, 2020 the funded ratio of the Schools Pool increased by 0.1% (from 68.5% to 68.6%), which was primarily due to the additional State contribution in July 2019 offset partially by the lower than expected investment return in fiscal year 2019-20. In addition, the 2020 PERS Actuarial Valuation reported that (i) the return on assets for fiscal year ending June 30, 2020, was approximately 4.7% reduced for administrative expenses, which was lower than the assumed return of 7.0%, leading to an investment experience loss, (ii) the overall demographic experience produced a nominal liability experience gain, and (iii) the normal cost declined slightly as the share of the active population of employees hired after the Implementation Date (defined below) continued to increase. When the PERS Board established the employer contribution rates for fiscal year 2021-22 on April 19, 2021, the PERS Board provided projections of the employer contribution rates for the next five fiscal years. Assuming all then-current actuarial assumptions are realized, including investment return of 7% in fiscal year 2020-21, that no changes to assumptions, methods or benefits will occur during the projection period, along with the expected reductions in normal cost due to the continuing transition of active members from those employees hired prior to the Implementation Date (defined below), to those hired after such date, the contribution rate for fiscal year 2022-23 was projected to be 26.1%, with annual increases in most years thereafter, resulting in a projected 27.6% employer contribution rate for fiscal year 2026-27. However, the 2020 PERS Actuarial Valuation did not provide projections of the employer contribution rates because key actuarial assumptions to be used in the June 30, 2021 actuarial valuation, particularly the PERS Discount Rate, which is the key driver of pension plan cost, are not yet known. The PERS Discount Rate is presently undergoing review as part of the periodic Asset Liability Management Study currently in progress and other economic and demographic assumptions are also currently undergoing review as part of the PERS Experience Study conducted every four years. It is currently anticipated that both economic and demographic assumptions will be finalized by the end of the 2021 calendar year, and once finalized PERS will produce an addendum to the 2020 PERS Actuarial Valuation, which will contain projections of the employer contribution rates for the next five fiscal years, reflecting both the new assumptions as well as the actual fiscal year 2020-21 investment return (approximately 21.9% before reduction for administrative expenses).

The District can make no representations regarding the future program liabilities of STRS, or whether the District will be required to make additional contributions to STRS in the future above those amounts required under AB 1469. The District can also provide no assurances that the District's required contributions to PERS will not increase in the future.

California Public Employees' Pension Reform Act of 2013. On September 12, 2012, the Governor signed into law the California Public Employees' Pension Reform Act of 2013 (the "Reform Act"), which makes changes to both STRS and PERS, most substantially affecting new employees hired after January 1, 2013 (the "Implementation Date"). For STRS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor (the age factor is the percent of final compensation to which an employee is entitled for each year of service) from age 60 to 62 and increasing the eligibility of the maximum age factor of 2.4% from age 63 to 65. Similarly, for non-safety PERS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor from age 55 to 62 and increases the eligibility requirement for the maximum age factor of 2.5% to age 67. Among the other changes to PERS and STRS, the Reform Act also: (i) requires all new participants enrolled in PERS and STRS after the Implementation Date to contribute at least 50% of the total annual normal cost of their pension benefit each year as determined by an actuary, (ii) requires STRS and PERS to determine the final compensation amount for employees based upon the highest annual compensation earnable averaged over a consecutive 36-month period as the basis for calculating retirement benefits for new participants enrolled after the Implementation Date (previously 12 months for STRS members who retire with 25 years of service), and (iii) caps "pensionable compensation" for new participants enrolled after the Implementation Date at 100% of the federal Social Security contribution (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers) and benefit base for members participating in Social Security or 120% for members not participating in social security (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers), while excluding previously allowed forms of compensation under the formula such as payments for unused vacation, annual leave, personal leave, sick leave, or compensatory time off.

GASB Statement Nos. 67 and 68. On June 25, 2012, GASB approved Statements Nos. 67 and 68 ("Statements") with respect to pension accounting and financial reporting standards for state and local governments and pension plans. The new Statements, No. 67 and No. 68, replace GASB Statement No. 27 and most of Statements No. 25 and No. 50. The changes impact the accounting treatment of pension plans in which state and local governments participate. Major changes include: (1) the inclusion of unfunded pension liabilities on the government's balance sheet (currently, such unfunded liabilities are typically included as notes to the government's financial statements); (2) more components of full pension costs being shown as expenses regardless of actual contribution levels; (3) lower actuarial discount rates being required to be used for underfunded plans in certain cases for purposes of the financial statements; (4) closed amortization periods for unfunded liabilities being required to be used for certain purposes of the financial statements; and (5) the difference between expected and actual investment returns being recognized over a closed five-year smoothing period. In addition, according to GASB, Statement No. 68 means that, for pensions within the scope of the Statement, a cost-sharing employer that does not have a special funding situation is required to recognize a net pension liability, deferred outflows of resources, deferred inflows of resources related to pensions and pension expense based on its proportionate share of the net pension liability for benefits provided through the pension plan. Because the accounting standards do not require changes in funding policies, the full extent of the effect of the new standards on the District is not known at this time. The reporting requirements for pension plans took effect for the fiscal year beginning July 1, 2013 and the reporting requirements for government employers, including the District, took effect for the fiscal year beginning July 1, 2014.

For fiscal year ending June 30, 2021, the District's proportionate share of the net STRS pension liability was \$ _____. As of such date, the District's proportionate share of the net PERS pension liability was \$ _____. For additional information regarding the Statements, see also "APPENDIX B – 2020-21 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note ____" attached hereto.

Other Post-employment Benefits

Benefits Plan. The District administers a multi-employer defined healthcare benefit plan (the "Plan") providing post-employment medical and dental insurance benefits (the "Benefits") to eligible retirees of the District and their spouses. Employees are eligible on or after attaining the age of 55 with at least 10 years of service to the District. The Plan provides Benefits for up to ten years, or until such employee reaches age 65, whichever occurs first. As of _____, membership of the Plan consisted of ____ retirees currently receiving Benefits, and ____ active plan members. The District currently recognizes expenses for the Plan on a pay-as-you-go basis to cover the cost of premiums for current retirees. The District's contributions towards the Plan in fiscal years 2016-17 through 2020-21 were \$6,226,312, \$6,282,835, \$6,139,812, \$ _____ and \$ _____, respectively. The District has projected its contribution towards the Plan for fiscal year 2021-22 to be \$ _____.

GASB Statement Nos. 74 and 75. On June 2, 2015, GASB approved Statements Nos. 74 and 75 (each, "GASB 74" and "GASB 75") with respect to pension accounting and financial reporting standards for public sector post-retirement benefit programs and the employers that sponsor them. GASB 74 replaces GASB Statements No. 43 and 57 and GASB 75 replaces GASB 45.

Most of GASB 74 applies to plans administered through trusts, contributions in which contributions are irrevocable, trust assets are dedicated to providing other post –employment benefits to plan members and trust assets are legally protected from creditors. GASB Statements No. 74 and No. 75 will require a liability for OPEB obligations, known as the Net OPEB Liability, to be recognized on the balance sheet of the plan and the participating employer's financial statements. In addition, an OPEB expense (service cost plus interest on total OPEB liability plus current-period benefit changes minus member contributions minus assumed earning on plan investments plus administrative expenses plus recognition of deferred outflows minus recognition of deferred inflows) will be recognized in the income statement of the participating employers. In the notes to its financial statements, employers providing other post-employment benefits will also have to include information regarding the year-to-year change in the Net OPEB Liability and a sensitivity analysis of the Net OPEB Liability to changes in the discount rate and healthcare trend rate. The required supplementary information will also be required to show a 10-year schedule of the plan's net OPEB liability reconciliation and related ratios, and any actuarially determined contributions and investment returns.

Under GASB 74, the measurement date must be the same as the plan's fiscal year end, but the actuarial valuation date may be any date up to 24 months prior to the measurement date. For the Total OPEB Liability, if the valuation date is before the measurement date, the results must be projected forward from the valuation date to the measurement date using standard actuarial roll-forward techniques. For plans that are unfunded or have assets insufficient to cover the projected benefit payments, a discount rate reflecting a 20-year tax-exempt municipal bond yield or index rate must be used. For plans with assets that meet the GASB 74 requirements, a projection of the benefit payments and future Fiduciary Net Position is performed based on the funding policy and assumptions of the plan, along with the methodology specified in GASB. The Fiduciary Net Position measures the value of trust assets, adjusted for payees and receivables.

GASB No. 74 has an effective date for plan fiscal years beginning after June 15, 2016, and was first recognized in the District's financial statements for fiscal year 2016-17. GASB Statement No. 75 has an effective date for employer fiscal years beginning after June 15, 2017, and the District first recognized GASB No. 75 in their financial statements for fiscal year 2017-18. As of June 30, 2021, the District's Total OPEB Liability was \$_____, its Fiduciary Net Position was \$_____ and its Net OPEB Liability was \$_____. See also "APPENDIX B – 2020-21 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note ___" attached hereto.

[**Actuarial Study.** The District's most recent actuarial study, dated as of January 7, 2019, calculated the District's accrued liability in accordance with GASB No. 74 and GASB No. 75. The study concluded that, as of a June 30, 2018 valuation date, the District's Total OPEB Liability was \$10,990,512, its Fiduciary Net Position was \$0 and its Net OPEB Liability was \$10,990,512. In calculating the accrued liability, the District is required to recognize an implicit subsidy in retiree premium rates because retirees and current employees in the District's health insurance plan are insured as a group, and it is assumed that the premiums paid for retiree insurance coverage are lower than they would have been if current retirees were insured separately.]

Risk Management

The District is exposed to various risks of loss related to tortious liability, theft, damage or destruction of assets, errors or omissions, employee injuries or natural disasters. The District maintains commercial insurance for first party damage up to \$250 million, as well as insurance for general liability claims with coverage of up to \$1 million per occurrence, with excess coverage of up to \$50 million. The District also purchases employee health insurance, excess workers compensation insurance and property liability coverage. The District is self-insured for workers compensation coverage up to \$1,000,000, with excess coverage of up to \$155 million. There has been no significant reduction in any of these insurance coverages from prior year. Settled claims resulting from these programs have not exceeded insurance coverage in each of the past three fiscal years.

The District participates in joint powers agreements with the Self-Insured Schools of California and North Coast Schools Insurance Group (the "JPAs"). The District pays premiums to the JPAs for its coverage. North Coast Schools Insurance Group is governed by a board consisting of a representative from each member district. The governing boards control the operations of the JPAs independent of any influence by the District beyond the District's representation on the governing boards. The relationship between the District and the JPAs is such that the JPAs are not a component unit of the District for financial reporting purposes.

See also "APPENDIX B – 2020-21 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note ___" herein.

District Debt Structure

Long-Term Debt. A schedule of changes in long-term debt for the year ended June 30, 2021, is shown below:

	<u>Balance</u> <u>July 1, 2020</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance</u> <u>June 30, 2021</u>
General obligation bonds				
Accreted Interest				
Net Pension Liability				
Net OPEB Liability				
Compensated absences				
Total Long-Term liabilities				

Source: Eureka City Schools.

General Obligation Bonds. The following table summarizes the prior outstanding general obligation bond issuances by the District (not including the Bonds).

OUTSTANDING GENERAL OBLIGATION BOND ISSUANCES Eureka City Schools

<u>Issuance</u>	<u>Initial Principal</u> <u>Amount</u>	<u>Principal</u> <u>Outstanding</u> ⁽¹⁾	<u>Date of Delivery</u>
Election of 2002, Series 2002	\$21,602,604.80		August 21, 2002
Election of 2002, Series 2005	10,912,384.40		December 8, 2005
2012 Refunding Bonds	18,090,000.00		August 9, 2012
Election of 2014, Series 2015	25,000,000.00		August 12, 2015
Election of 2014, Series 2020	24,750,000.00		July 7, 2020

⁽¹⁾ As of _____, 2022.

The table on the following page shows the combined debt service schedule with respect to the total outstanding general obligation bonded debt of the District, including the Bonds (and assuming no optional redemptions).

COMBINED GENERAL OBLIGATION BOND DEBT SERVICE SCHEDULE
Eureka City Schools

Year Ending August 1	Election of 2002 Series 2002 Bonds	Election of 2002 Series 2005 Bonds	2012 Refunding Bonds	Election of 2014 Series 2015 Bonds	Election of 2014 Series 2020 Bonds	The Bonds	Total Annual Debt Service
2022	--	\$10,225.00	\$1,910,920.00	\$1,117,525.00	\$1,722,856.26		
2023	--	--	1,976,040.00	1,148,525.00	1,132,356.26		
2024	--	--	2,037,320.00	1,177,925.00	890,956.26		
2025	--	--	2,114,520.00	1,205,725.00	913,756.26		
2026	--	2,345,000.00	--	1,236,925.00	935,556.26		
2027	\$2,440,000.00	--	--	1,266,325.00	961,356.26		
2028	--	2,475,000.00	--	1,298,275.00	980,956.26		
2029	--	2,545,000.00	--	1,333,875.00	1,004,556.26		
2030	--	2,615,000.00	--	1,367,312.50	1,031,956.26		
2031	--	2,685,000.00	--	1,398,462.50	1,057,956.26		
2032	--	2,760,000.00	--	1,436,412.50	1,082,556.26		
2033	--	2,835,000.00	--	1,472,262.50	1,110,756.26		
2034	--	2,915,000.00	--	1,506,012.50	1,137,356.26		
2035	--	2,990,000.00	--	1,546,650.00	1,167,356.26		
2036	--	3,075,000.00	--	1,582,650.00	1,195,556.26		
2037	--	3,155,000.00	--	1,624,650.00	1,226,956.26		
2038	--	3,245,000.00	--	1,667,150.00	1,251,356.26		
2039	--	3,335,000.00	--	1,709,900.00	1,283,956.26		
2040	--	3,430,000.00	--	1,747,650.00	1,318,581.26		
2041	--	3,525,000.00	--	1,795,400.00	1,346,956.26		
2042	--	3,620,000.00	--	1,842,000.00	1,383,318.76		
2043	--	675,000.00	--	1,884,400.00	1,418,237.50		
2044	--	--	--	1,932,600.00	1,451,712.50		
2045	--	--	--	1,981,200.00	1,488,743.76		
2046	--	--	--	--	3,559,200.00		
2047	--	--	--	--	3,593,000.00		
2048	--	--	--	--	3,675,600.00		
2049	--	--	--	--	3,764,800.00		
TOTAL	<u>\$2,440,000.00</u>	<u>\$45,880,000.00</u>	<u>\$8,038,800.00</u>	<u>\$36,279,812.50</u>	<u>\$43,088,262.72</u>		

Source: Eureka City Schools.

School Facilities Improvement District No. 1 (Unified Service Area). The following table summarizes the prior outstanding general obligation bond issuances by the School Facilities Improvement District No. 1 (Unified Service Area).

OUTSTANDING GENERAL OBLIGATION BOND ISSUANCES
School Facilities Improvement District No. 1 (Unified Service Area)

<u>Issuance</u>	<u>Initial Principal Amount</u>	<u>Principal Outstanding⁽¹⁾</u>	<u>Date of Delivery</u>
Election of 2002, Series 2002	\$6,496,987.00		August 21, 2002
Election of 2002, Series 2005	4,087,956.00		December 8, 2005
2012 Refunding Bonds	5,130,000.00		August 9, 2012

⁽²⁾ As of _____, 2022.

The following table summarizes the annual debt service requirements for the School Facilities Improvement District No. 1 general obligation bonds, and assuming no optional redemptions.

COMBINED GENERAL OBLIGATION BOND DEBT SERVICE SCHEDULE
School Facilities Improvement District No. 1 (Unified Service Area)

<u>Year Ending (August 1)</u>	<u>SFID Series 2002 Bonds</u>	<u>SFID Series 2005 Bonds</u>	<u>2012 Refunding Bonds</u>	<u>Total Annual Debt Service</u>
2022	--	\$158,737.50	\$578,592.50	\$737,330.00
2023	--	162,437.50	596,930.00	759,367.50
2024	--	165,687.50	619,105.00	784,792.50
2025	\$680,000.00	163,600.00	--	843,600.00
2026	--	875,000.00	--	875,000.00
2027	850,000.00	50,000.00	--	900,000.00
2028	--	930,000.00	--	930,000.00
2029	--	955,000.00	--	955,000.00
2030	--	980,000.00	--	980,000.00
2031	--	1,010,000.00	--	1,010,000.00
2032	--	1,045,000.00	--	1,045,000.00
2033	--	1,075,000.00	--	1,075,000.00
2034	--	1,110,000.00	--	1,110,000.00
2035	--	1,140,000.00	--	1,140,000.00
2036	--	565,000.00	--	565,000.00
Total	<u>\$1,530,000.00</u>	<u>\$10,385,462.50</u>	<u>\$1,794,627.50</u>	<u>\$13,710,090.00</u>

Source: Eureka City Schools.

Solar Loan Agreement. The District received a commitment for a \$463,733 loan from the California Energy Commission for installation of solar panels at the District's Corporation Yard. The loan was disbursed during fiscal year 2020-21 with an effective disbursement date of December 31, 2020. The terms of the loan include zero percent interest with semi-annual payments of \$19,322.21, beginning December 22, 2021 and ending June 2033.

TAX MATTERS

In the opinion of Bond Counsel, under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest on the Bonds is excluded from gross income for federal income tax purposes, and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest on the Bonds is exempt from State personal income tax.

The difference between the issue price of a Bond (the first price at which a substantial amount of the Bonds of the same series and maturity is to be sold to the public) and the stated redemption price at maturity with respect to such Bond (to the extent that the redemption price at maturity is greater than the issue price) constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Bond Owner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by the Bond Owner will increase the Bond Owner's basis in the applicable Bond. In the opinion of Bond Counsel, the amount of original issue discount that accrues to the owner of the Bond is excluded from the gross income of such owner for federal income tax purposes and is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals. In the opinion of Bond Counsel, the amount of original issue discount that accrues to the Bond Owner of the Bonds is exempt from State personal income tax.

Bond Counsel's opinion as to the exclusion from gross income for federal income tax purposes of interest (and original issue discount) on the Bonds is based upon certain representations of fact and certifications made by the District and others and is subject to the condition that the District complies with all requirements of the Internal Revenue Code of 1986, as amended (the "Code"), that must be satisfied subsequent to the issuance of the Bonds to assure that interest (and original issue discount) on the Bonds will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause the interest (and original issue discount) on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

The amount by which a Bond Owner's original basis for determining gain or loss on sale or exchange of the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Bond premium, which must be amortized under Section 171 of the Code; such amortizable Bond premium reduces the Bond Owner's basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bond Owner realizing a taxable gain when a Bond is sold by the Owner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Owner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable Bond premium.

The Internal Revenue Service (the "IRS") has initiated an expanded program for the auditing of tax-exempt bond issues, including both random and targeted audits. It is possible that the Bonds will be selected for audit by the IRS. It is also possible that the market value of the Bonds might be affected as a result of such an audit of the Bonds (or by an audit of similar bonds). No assurance can be given that in the course of an audit, as a result of an audit, or otherwise, Congress or the IRS might not change the Code (or interpretation thereof) subsequent to the issuance of the Bonds to the extent

that it adversely affects the exclusion from gross income of interest (and original issue discount) on the Bonds or their market value.

SUBSEQUENT TO THE ISSUANCE OF THE BONDS THERE MIGHT BE FEDERAL, STATE, OR LOCAL STATUTORY CHANGES (OR JUDICIAL OR REGULATORY CHANGES TO OR INTERPRETATIONS OF FEDERAL, STATE, OR LOCAL LAW) THAT AFFECT THE FEDERAL, STATE, OR LOCAL TAX TREATMENT OF THE BONDS INCLUDING THE IMPOSITION OF ADDITIONAL FEDERAL INCOME OR STATE TAXES BEING IMPOSED ON OWNERS OF TAX-EXEMPT STATE OR LOCAL OBLIGATIONS, SUCH AS THE BONDS. THESE CHANGES COULD ADVERSELY AFFECT THE MARKET VALUE OR LIQUIDITY OF THE BONDS. NO ASSURANCE CAN BE GIVEN THAT SUBSEQUENT TO THE ISSUANCE OF THE BONDS STATUTORY CHANGES WILL NOT BE INTRODUCED OR ENACTED OR JUDICIAL OR REGULATORY INTERPRETATIONS WILL NOT OCCUR HAVING THE EFFECTS DESCRIBED ABOVE. BEFORE PURCHASING ANY OF THE BONDS, ALL POTENTIAL PURCHASERS SHOULD CONSULT THEIR TAX ADVISORS REGARDING POSSIBLE STATUTORY CHANGES OR JUDICIAL OR REGULATORY CHANGES OR INTERPRETATIONS, AND THEIR COLLATERAL TAX CONSEQUENCES RELATING TO THE BONDS.

Bond Counsel's opinions may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. Bond Counsel has not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolutions and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of a bond counsel is provided with respect thereto. Bond Counsel expresses no opinion as to the effect on the exclusion from gross income for federal income tax purposes of interest (or original issue discount) on any Bond if any such action is taken or omitted based upon the advice of counsel other than Bond Counsel.

Although Bond Counsel will render an opinion that interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes provided that the District continues to comply with certain requirements of the Code, the ownership of the Bonds and the accrual or receipt of interest (and original issue discount) on the Bonds may otherwise affect the tax liability of certain persons. Bond Counsel expresses no opinion regarding any such tax consequences. Accordingly, before purchasing any of the Bonds, all potential purchasers should consult their tax advisors with respect to collateral tax consequences relating to the Bonds.

A copy of the proposed form of opinion of Bond Counsel for the Bonds are attached hereto as APPENDIX A.

LIMITATION ON REMEDIES; BANKRUPTCY

General

State law contains certain safeguards to protect the financial solvency of school districts. See "DISTRICT FINANCIAL INFORMATION – Budget Process" herein. If the safeguards are not successful in preventing a school district from becoming insolvent, the State Superintendent, operating through an administrator appointed thereby, may be authorized under State law to file a petition under Chapter 9 of the United States Bankruptcy Code (the "Bankruptcy Code") on behalf of the school district for the adjustment

of its debts, assuming that the school district meets certain other requirements contained in the Bankruptcy Code necessary for filing such a petition. School districts are not themselves authorized to file a bankruptcy proceeding, and they are not subject to involuntary bankruptcy.

Bankruptcy courts are courts of equity and as such have broad discretionary powers. If the District were to become the debtor in a proceeding under Chapter 9 of the Bankruptcy Code, the automatic stay provisions of Bankruptcy Code Sections 362 and 922 generally would prohibit creditors from taking any action to collect amounts due from the District or to enforce any obligation of the District related to such amounts due, without consent of the District or authorization of the bankruptcy court (although such stays would not operate to block creditor application of pledged special revenues to payment of indebtedness secured by such revenues). In addition, as part of its plan of adjustment in a chapter 9 bankruptcy case, the District may be able to alter the priority, interest rate, principal amount, payment terms, collateral, maturity dates, payment sources, covenants (including tax-related covenants), and other terms or provisions of the Bonds and other transaction documents related to the Bonds, as long as the bankruptcy court determines that the alterations are fair and equitable. There also may be other possible effects of a bankruptcy of the District that could result in delays or reductions in payments on the Bonds. Moreover, regardless of any specific adverse determinations in any District bankruptcy proceeding, the fact of a District bankruptcy proceeding could have an adverse effect on the liquidity and market price of the Bonds.

Statutory Lien

Pursuant to Government Code Section 53515, the Bonds are secured by a statutory lien on all revenues received pursuant to the levy and collection of the tax, and such lien automatically arises, without the need for any action or authorization by the local agency or its governing board, and is valid and binding from the time the Bonds are executed and delivered. “THE BONDS – Security and Sources of Payment” herein. Although a statutory lien would not be automatically terminated by the filing of a Chapter 9 bankruptcy petition by the District, the automatic stay provisions of the Bankruptcy Code would apply and payments that become due and owing on the Bonds during the pendency of the Chapter 9 proceeding could be delayed, unless the Bonds are determined to be secured by a pledge of “special revenues” within the meaning of the Bankruptcy Code and the pledged *ad valorem* property taxes are applied to pay the Bonds in a manner consistent with the Bankruptcy Code.

Special Revenues

If the *ad valorem* property tax revenues that are pledged to the payment of the Bonds are determined to be “special revenues” within the meaning of the Bankruptcy Code, then the application in a manner consistent with the Bankruptcy Code of the pledged *ad valorem* property revenues should not be subject to the automatic stay. “Special revenues” are defined to include, among others, taxes specifically levied to finance one or more projects or systems of the debtor, but excluding receipts from general property, sales, or income taxes levied to finance the general purposes of the debtor. State law prohibits the use of the tax proceeds for any purpose other than payment of the Bonds and the Bond proceeds can only be used to finance or refinance the acquisition or improvement of real property and other capital expenditures included in the proposition, so such tax revenues appear to fit the definition of special revenues. However, there is no binding judicial precedent dealing with the treatment in bankruptcy proceedings of *ad valorem* property tax revenues collected for the payments of bonds in California, so no assurance can be given that a bankruptcy court would not hold otherwise.

Possession of Tax Revenues; Remedies

The County on behalf of the District is expected to be in possession of the annual *ad valorem* property taxes and certain funds to repay the Bonds and may invest these funds in the County’s pooled

investment fund, as described in “THE BONDS – Application and Investment of Bond Proceeds” herein and “APPENDIX E – HUMBOLDT COUNTY TREASURY POOL” attached hereto. If the County goes into bankruptcy and has possession of tax revenues (whether collected before or after commencement of the bankruptcy), and if the County does not voluntarily pay such tax revenues to the owners of the Bonds, it is not entirely clear what procedures the owners of the Bonds would have to follow to attempt to obtain possession of such tax revenues, how much time it would take for such procedures to be completed, or whether such procedures would ultimately be successful. Further, should those investments suffer any losses, there may be delays or reductions in payments on the Bonds.

Opinion of Bond Counsel Qualified by Reference to Bankruptcy, Insolvency and Other Laws Relating to or Affecting Creditor’s Rights

The proposed form of the approving opinion of Bond Counsel attached hereto as APPENDIX A is qualified by reference to bankruptcy, insolvency and other laws relating to or affecting creditor’s rights. Bankruptcy proceedings, if initiated, could subject the owners of the Bonds to judicial discretion and interpretation of their rights in bankruptcy or otherwise, and consequently may entail risks of delay, limitation, or modification of their rights.

LEGAL MATTERS

Legality for Investment in California

Under provisions of the California Financial Code, the Bonds are legal investments for commercial banks in California to the extent that the Bonds, in the informed opinion of the bank, are prudent for the investment of funds of depositors, and, under provisions of the Government Code of the State, are eligible for security for deposits of public moneys in the State.

Expanded Reporting Requirements

On May 17, 2006, the President signed the Tax Increase Prevention and Reconciliation Act of 2005 (“TIPRA”). Under Section 6049 of the Internal Revenue Code of 1986, as amended by TIPRA, interest paid on tax-exempt obligations will be subject to information reporting in a manner similar to interest paid on taxable obligations. The effective date for this provision is for interest paid after December 31, 2005, regardless of when the tax-exempt obligations were issued. The purpose of this change was to assist in relevant information gathering for the IRS relating to other applicable tax provisions. TIPRA provides that backup withholding may apply to such interest payments made after March 31, 2007 to any bondholder who fails to file an accurate Form W-9 or who meets certain other criteria. The information reporting and backup withholding requirements of TIPRA do not affect the excludability of such interest from gross income for federal income tax purposes.

Continuing Disclosure

Current Undertakings. The District has covenanted for the benefit of the Owners and Beneficial Owners of the Bonds to provide certain financial information and operating data relating to the District (the “Annual Report”) by not later than nine months following the end of the District’s fiscal year (which currently ends June 30), commencing with the report for the 2021-22 Fiscal Year, and to provide notices of the occurrence of certain listed events. The Annual Report and notices of listed events will be filed by the District in accordance with the requirements of the Rule. The specific nature of the information to be contained in the Annual Report or the notices of listed events is included in “APPENDIX C – FORM OF

CONTINUING DISCLOSURE CERTIFICATE FOR THE BONDS.” These covenants have been made in order to assist the Underwriter in complying with the Rule.

Prior Undertakings. [Within the past five years, the District failed to timely associate annual reports for all outstanding CUSIPs for fiscal year 2016-17 and fiscal year 2017-18. Additionally, the District failed to timely file certain notices of annual events, as required by its prior continuing disclosure undertakings.]

No Litigation

No litigation is pending or threatened concerning the validity of the Bonds, and a certificate to that effect will be furnished to purchasers at the time of the original delivery of the Bonds. The District is not aware of any litigation pending or threatened questioning the political existence of the District or contesting the District’s ability to receive *ad valorem* property taxes or to collect other revenues or contesting the District’s ability to issue and retire the Bonds.

Financial Statements

The financial statements with supplemental information for the year ended June 30, 2021, the independent auditor’s report of the District, and the related statements of activities and of cash flows for the year then ended, and the report of James Marta & Co. LLP (the “Auditor”) dated _____, are included in this Official Statement as Appendix B. In connection with the inclusion of the financial statements and the report of the Auditor herein, the District did not request the Auditor to, and the Auditor has not undertaken to, update its report or to take any action intended or likely to elicit information concerning the accuracy, completeness or fairness of the statements made in this Official Statement, and no opinion is expressed by the Auditor with respect to any event subsequent to the date of its report.

Legal Opinion

The legal opinion of Bond Counsel, approving the validity of the Bonds, will be supplied to the respective original purchasers thereof without cost. A copy of the proposed form of such legal opinion is attached to this Official Statement as APPENDIX A.

MISCELLANEOUS

Ratings

The Bonds are expected to be assigned a rating of “___” by S&P, based upon the issuance of the Policy by _____ on the Date of Delivery of the Bonds. The Bonds have also been assigned an underlying rating of “___” by S&P. Such ratings reflect only the views of such organizations and any desired explanation of the significance of such ratings should be obtained from the rating agency furnishing the same. Generally, rating agencies base their ratings on information and materials furnished to them (which may include information and material from the District which is not included in this Official Statement) and on investigations, studies and assumptions by the rating agencies. There is no assurance such ratings will continue for any given period of time or that such ratings will not be revised downward or withdrawn entirely by the respective rating agency, if in the judgment of such rating agency, circumstances so warrant. Any such downward revision or withdrawal of such ratings may have an adverse effect on the market price for the Bonds.

The District has covenanted in a Continuing Disclosure Certificate to file on the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access website (“EMMA”) notices of any

ratings changes on the Bonds. See “APPENDIX C - FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE BONDS” attached hereto. Notwithstanding such covenant, information relating to ratings changes on the Bonds may be publicly available from the rating agencies prior to such information being provided to the District and prior to the date the District is obligated to file a notice of rating change on EMMA. Purchasers of the Bonds are directed to S&P and its website and official media outlets for the most current ratings changes with respect to the Bonds after the initial issuance of the Bonds.

Municipal Advisor

California Financial Services is employed as Municipal Advisor to the District (the “Municipal Advisor”) in connection with the issuance of the Bonds, and in such capacity does not assume any responsibility for the information, covenants and representations contained in any of legal documents relating to the Bonds, with respect to the federal income tax status of the Bonds, or the possible impact of any present, pending or future actions taken by any legislative or judicial bodies that may affect the Bonds. The Municipal Advisor is not contractually obligated to undertake, and has not undertaken to make, an independent verification or to assume responsibility for, the accuracy, completeness or fairness of the information contained in the Official Statement.

Underwriting

Stifel Nicolaus & Company, Incorporated (the “Underwriter”), has agreed to purchase all of the Bonds for a purchase price of \$_____ (which is equal to the initial principal amount thereof, plus [net] original premium and less an underwriting discount of \$_____).

The purchase contract for the Bonds provides that the Underwriter will purchase all of the Bonds if any are purchased, the obligation to make such purchase being subject to certain terms and conditions set forth in such purchase contracts, the approval of certain legal matters by bond counsel and certain other conditions. The initial offering prices stated on the inside cover of this Official Statement may be changed from time to time by the Underwriter. The Underwriter may offer and sell Bonds to certain dealers and others at prices lower than such initial offering prices.

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Additional Information

The purpose of this Official Statement is to supply information to prospective buyers of the Bonds. Quotations from and summaries and explanations of the Bonds, the Resolution providing for issuance of the Bonds, and the constitutional provisions, statutes and other documents referenced herein, do not purport to be complete, and reference is made to said documents, constitutional provisions and statutes for full and complete statements of their provisions.

All data contained herein has been taken or constructed from District records. Appropriate District officials, acting in their official capacities, have reviewed this Official Statement and have determined that, as of the date hereof, the information contained herein is, to the best of their knowledge and belief, true and correct in all material respects and does not contain an untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made herein, in light of the circumstances under which they were made, not misleading. This Official Statement has been approved by the District.

EUREKA CITY SCHOOLS

By: _____
Fred Van Vleck, Ed.D.
Superintendent

APPENDIX A

FORM OF OPINION OF BOND COUNSEL FOR THE BONDS

Upon issuance and delivery of the Bonds, Stradling Yocca Carlson & Rauth, a Professional Corporation, Bond Counsel, proposes to render its final approving opinion with respect to the Bonds substantially in the following form:

_____, 2022

Board of Education
Eureka City Schools

Members of the Board of Education:

We have examined a certified copy of the record of the proceedings relative to the issuance and sale of \$_____ Eureka City Schools Election of 2020 General Obligation Bonds, Series 2022 (the “Bonds”). As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation.

Based on our examination as bond counsel of existing law, certified copies of such legal proceedings and such other proofs as we deem necessary to render this opinion, we are of the opinion, as of the date hereof and under existing law, that:

1. Such proceedings and proofs show lawful authority for the issuance and sale of the Bonds pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code, a greater than fifty-five percent vote of the qualified electors of Eureka City Schools (the “District”) voting at an election held on March 3, 2020, and a resolution of the Board of Education of the District (the “Resolution”).
2. The Bonds constitute valid and binding general obligations of the District, payable as to both principal and interest from the proceeds of a levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount.
3. Under existing statutes, regulations, rulings and judicial decisions, interest on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals.
4. Interest on the Bonds is exempt from State of California personal income tax.
5. The difference between the issue price of a Bond (the first price at which a substantial amount of the Bonds of a maturity is to be sold to the public) and the stated redemption price at maturity with respect to such Bonds constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Bondowner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by a Bondowner will increase the Bondowner’s basis in the applicable Bond. Original issue discount that accrues to the Bondowner is excluded from the gross income of such owner for federal income tax purposes, is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals, and is exempt from State of California personal income tax.

6. The amount by which a Bondowner's original basis for determining gain or loss on sale or exchange of the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Bond premium, which must be amortized under Section 171 of the Internal Revenue Code of 1986, as amended (the "Code"); such amortizable Bond premium reduces the Bondowner's basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bondowner realizing a taxable gain when a Bond is sold by the Bondowner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Bondowner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable Bond premium.

The opinions expressed herein may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of Bond Counsel is provided with respect thereto. No opinion is expressed herein as to the effect on the exclusion from gross income of interest (and original issue discount) for federal income tax purposes with respect to any Bond if any such action is taken or omitted based upon the advice of counsel other than ourselves. Other than expressly stated herein, we express no opinion regarding tax consequences with respect to the Bonds.

The opinions expressed herein as to the exclusion from gross income of interest (and original issue discount) on the Bonds are based upon certain representations of fact and certifications made by the District and others and are subject to the condition that the District complies with all requirements of the Code, that must be satisfied subsequent to the issuance of the Bonds to assure that such interest (and original issue discount) will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause interest (and original issue discount) on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

It is possible that subsequent to the issuance of the Bonds there might be federal, state, or local statutory changes (or judicial or regulatory interpretations of federal, state, or local law) that affect the federal, state, or local tax treatment of the Bonds or the market value of the Bonds. No assurance can be given that subsequent to the issuance of the Bonds such changes or interpretations will not occur.

The rights of the owners of the Bonds and the enforceability thereof may be subject to bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights heretofore or hereafter enacted to the extent constitutionally applicable and their enforcement may also be subject to the exercise of judicial discretion in appropriate cases, and by the limitation on legal remedies against public agencies in the State of California.

Respectfully submitted,

APPENDIX B

2020-21 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT

APPENDIX C

FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE BONDS

This Continuing Disclosure Certificate (the “Disclosure Certificate”) is executed and delivered by Eureka City Schools (the “District”) in connection with the issuance of \$_____ of the District’s Election of 2020 General Obligation Bonds, Series 2022 (the “Bonds”). The Bonds are being issued pursuant to resolutions of the District adopted on January 13, 2022. The District covenants and agrees as follows:

SECTION 1. Purpose of the Disclosure Certificate. This Disclosure Certificate is being executed and delivered by the District for the benefit of the Holders and Beneficial Owners of the Bonds and in order to assist the Participating Underwriter in complying with the Rule (as defined below).

SECTION 2. Definitions. In addition to the definitions set forth in the Resolution, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report” shall mean any Annual Report provided by the District pursuant to, and as described in, Sections 3 and 4 of this Disclosure Certificate.

“Beneficial Owner” shall mean any person which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of any Bonds for federal income tax purposes.

“Dissemination Agent” shall mean initially California Financial Services, or any successor Dissemination Agent designated in writing by the District (which may be the District) and which has filed with the District a written acceptance of such designation.

“Financial Obligation” shall mean (a) a debt obligation; (b) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of (a) or (b). The term “Financial Obligation” does not include municipal securities as to which a final official statement has been provided to the Municipal Securities Rulemaking Board consistent with the Rule.

“Listed Events” shall mean any of the events listed in Section 5(a) of this Disclosure Certificate.

“Official Statement” means that certain official statement, dated _____, 2022, relating to the offering and sale of the Bonds.

“Participating Underwriter” shall mean Stifel, Nicolaus & Company, Incorporated, or such other original Underwriter of the Bonds required to comply with the Rule in connection with offering of the Bonds.

“Repository” shall mean, the Municipal Securities Rulemaking Board, which can be found at <http://emma.msrb.org/>, or any other repository of disclosure information that may be designated by the Securities and Exchange Commission as such for purposes of the Rule in the future.

“Rule” shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

“State” shall mean the State of California.

SECTION 3. Provision of Annual Reports.

(a) The District shall, or shall cause the Dissemination Agent to, not later than nine months after the end of the District’s fiscal year (presently ending June 30), commencing with the report for the 2021-22 Fiscal Year (which is April 1, 2023), provide to each Repository an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Certificate. The Annual Report may be submitted as a single document or as separate documents comprising a package, and may cross-reference other information as provided in Section 4 of this Disclosure Certificate; *provided* that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date. If the District’s fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(f).

(b) Not later than thirty (30) days (nor more than sixty (60) days) prior to said date the Dissemination Agent shall give notice to the District that the Annual Report shall be required to be filed in accordance with the terms of this Disclosure Certificate. Not later than fifteen (15) Business Days prior to said date, the District shall provide the Annual Report in a format suitable for reporting to the Repositories to the Dissemination Agent (if other than the District). If the District is unable to provide to the Repositories an Annual Report by the date required in subsection (a), the District shall promptly send a notice to each Repository in substantially the form attached as Exhibit A with a copy to the Dissemination Agent. The Dissemination Agent shall not be required to file a Notice to Repositories of Failure to File an Annual Report.

(c) The Dissemination Agent shall file a report with the District stating it has filed the Annual Report in accordance with its obligations hereunder, stating the date it was provided and listing all the Repositories to which it was provided.

SECTION 4. Content and Form of Annual Reports. (a) The District’s Annual Report shall contain or include by reference the following:

1. The audited financial statements of the District for the prior fiscal year, prepared in accordance with generally accepted accounting principles as promulgated to apply to governmental entities from time to time by the Governmental Accounting Standards Board. If the District’s audited financial statements are not available by the time the Annual Report is required to be filed pursuant to Section 3(a), the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be filed in the same manner as the Annual Report when they become available.

2. Material financial information and operating data with respect to the District of the type included in the Official Statement in the following categories (to the extent not included in the District’s audited financial statements):

(a) State funding received by the District as of the last completed fiscal year;

- (b) Enrollment and Average daily attendance of the District for the last completed fiscal year;
- (c) outstanding District indebtedness, as of the last completed fiscal year;
- (d) Assessed valuations of taxable property within the District for the current fiscal year;
- (e) Largest local secured taxpayers for the current fiscal year; and
- (f) summary financial information on revenues, expenditures and fund balances for the District's general fund reflecting adopted budget for the current fiscal year.
- (g) secured *ad valorem* property tax levy collections and delinquencies within the District for the last completed fiscal year, except to the extent the Teeter Plan, if adopted by Humboldt County, applies to both the 1% general purpose *ad valorem* property tax levy and to the tax levy for general obligation bonds of the District.

Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which have been submitted to each of the Repositories or the Securities and Exchange Commission. If the document included by reference is a final official statement, it must be available from the Municipal Securities Rulemaking Board. The District shall clearly identify each such other document so included by reference.

(b) The Annual Report shall be filed in an electronic format, and accompanied by identifying information, prescribed by the Municipal Securities Rulemaking Board.

SECTION 5. Reporting of Significant Events.

(a) Pursuant to the provisions of this Section 5(a), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds in a timely manner not in excess of 10 business days after the occurrence of the event:

- 1. principal and interest payment delinquencies.
- 2. tender offers.
- 3. optional, contingent or unscheduled Bond calls.
- 4. defeasances.
- 5. rating changes.
- 6. adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, or Notices of Proposed Issue (IRS Form 5701-TEB).
- 7. unscheduled draws on the debt service reserves reflecting financial difficulties.
- 8. unscheduled draws on credit enhancement reflecting financial difficulties.
- 9. substitution of the credit or liquidity providers or their failure to perform.

10. bankruptcy, insolvency, receivership or similar event (within the meaning of the Rule) of the District. For the purposes of the event identified in this Section 5(a)(9), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

11. default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the District, any of which reflect financial difficulties.

(b) Pursuant to the provisions of this Section 5(b), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds, if material:

1. non-payment related defaults.
2. modifications to rights of Bondholders.
3. unless described under Section 5(a)(5) above, material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds.
4. release, substitution or sale of property securing repayment of the Bonds.
5. the consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms.
6. Appointment of a successor or additional trustee or paying agent with respect to the Bonds or the change of name of such a trustee or paying agent.
7. Incurrence of a Financial Obligation of the District, or agreement to covenants, events of default, remedies, priority rights or other similar terms of a Financial Obligation of the District, any of which affect bondholders.

(c) Whenever the District obtains knowledge of the occurrence of a Listed Event under Section 5(b) hereof, the District shall as soon as possible determine if such event would be material under applicable federal securities laws.

(d) If the District determines that knowledge of the occurrence of a Listed Event under Section 5(b) hereof would be material under applicable federal securities laws, the District shall (i) file a notice of such occurrence with the Repository in a timely manner not in excess of 10 business days after the occurrence of the event or (ii) provide notice of such reportable event to the Dissemination Agent in format suitable for filing with the Repository in a timely manner not in excess of 10 business days after the

occurrence of the event. The Dissemination Agent shall have no duty to independently prepare or file any report of Listed Events. The Dissemination Agent may conclusively rely on the District's determination of materiality pursuant to Section 5(c).

SECTION 6. Termination of Reporting Obligation. The District's obligations under this Disclosure Certificate shall terminate upon the legal defeasance, prior redemption or payment in full of all of the Bonds. If such termination occurs prior to the final maturity of the Bonds, the District shall give notice of such termination in the same manner as for a Listed Event under Section 5(a) or Section 5(b), as applicable.

SECTION 7. Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent (or substitute Dissemination Agent) to assist it in carrying out its obligations under this Disclosure Certificate, and may discharge any such Agent, with or without appointing a successor Dissemination Agent. The Dissemination Agent may resign upon fifteen (15) days written notice to the District. Upon such resignation, the District shall act as its own Dissemination Agent until it appoints a successor. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Disclosure Certificate and shall not be responsible to verify the accuracy, completeness or materiality of any continuing disclosure information provided by the District. The District shall compensate the Dissemination Agent for its fees and expenses hereunder as agreed by the parties. Any entity succeeding to all or substantially all of the Dissemination Agent's corporate trust business shall be the successor Dissemination Agent without the execution or filing of any paper or further act.

SECTION 8. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, provided that the following conditions are satisfied:

- (a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, 5(a) or 5(b), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Bonds, or the type of business conducted;
- (b) The undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances;
- (c) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners of the Bonds; and
- (d) No duties of the Dissemination Agent hereunder shall be amended without its written consent thereto.

In the event of any amendment or waiver of a provision of this Disclosure Certificate, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under Section 5(b), and (ii) the Annual Report for the year in which the change is made should present a comparison (in narrative form and also, if feasible, in quantitative form) between the financial statements

as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

SECTION 9. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

SECTION 10. Default. In the event of a failure of the District to comply with any provision of this Disclosure Certificate any Holder or Beneficial Owner of the Bonds may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Disclosure Certificate. A default under this Disclosure Certificate shall not be deemed an event of default under the Resolution, and the sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance.

SECTION 11. Duties, Immunities and Liabilities of Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Disclosure Certificate. The Dissemination Agent acts hereunder solely for the benefit of the District; this Disclosure Certificate shall confer no duties on the Dissemination Agent to the Participating Underwriter, the Holders and the Beneficial Owners. The District agrees to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, expense and liabilities which it may incur arising out of or in the exercise or performance of its powers and duties hereunder, including the costs and expenses (including attorneys fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's gross negligence or willful misconduct. The obligations of the District under this Section shall survive resignation or removal of the Dissemination Agent and payment of the Bonds. The Dissemination Agent shall have no liability for the failure to report any event or any financial information as to which the District has not provided an information report in format suitable for filing with the Repository. The Dissemination Agent shall not be required to monitor or enforce the District's duty to comply with its continuing disclosure requirements hereunder.

SECTION 12. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriter and Holders and Beneficial Owners from time to time of the Bonds, and shall create no rights in any other person or entity.

Dated: _____, 2022

EUREKA CITY SCHOOLS

By: _____
Superintendent

EXHIBIT A

NOTICE TO REPOSITORIES OF FAILURE TO FILE ANNUAL REPORT

Name of District: EUREKA CITY SCHOOLS

Name of Bond Issue: Election of 2020 General Obligation Bonds, Series 2022

Date of Issuance: _____, 2022

NOTICE IS HEREBY GIVEN that the District has not provided an Annual Report with respect to the above-named Bonds as required by the Continuing Disclosure Certificate relating to the Bonds. The District anticipates that the Annual Report will be filed by _____.

Dated:_____

EUREKA CITY SCHOOLS

By ____ [form only; no signature required] _____

APPENDIX D

ECONOMIC AND DEMOGRAPHIC INFORMATION FOR THE CITY OF EUREKA AND HUMBOLDT COUNTY

The following information regarding the City of Eureka (the “City”) and Humboldt County (the “County”) is included only for the purpose of supplying general information regarding the local community and economy. The Bonds are not a debt of the City or the County. This material has been prepared by or excerpted from the sources as noted herein and has not been reviewed for accuracy by the District or Bond Counsel.

General

The City of Eureka. Fort Humboldt was established in Eureka in 1853, mediating the interests of the gold rush prospectors, Native Americans and settlers. Unfortunately, its establishment did not prevent the Wiyot Tribe massacre in 1860, the site of which is now a National Historic Landmark. With the abundance of redwood trees nearby, lumber interests quickly established seven mills processing timber into lumber within the City limits and Eureka became the timber capital of California. The City maintained its status as the center of the lumber industry for over 120 years. Today Eureka is known for its Victorian architecture, and the Old Town area of Eureka has been declared an Historic District by the National Register of Historic Places. The Eureka wharf on Humboldt Bay now ships more fishing catch than lumber, and the City is a stop for tourists on the way to visit the Redwood Empire and to see the local Sequoia Park Zoo. Eureka has a total area of 14.5 square miles and is the county seat of Humboldt County. It is a Charter City with a ward-based election system in which 5 wards elect City Council Members to represent each ward for 4-year terms, with the Mayor of the City elected at-large.

Humboldt County. Located in the northwestern portion of the State of California (the “State”), the County is bordered by the Pacific Ocean on the west, Trinity County to the east, Del Norte and Siskiyou Counties to the north and Mendocino County to the south. The southern border of Humboldt County is approximately 225 miles north of San Francisco. The County covers 4,052 square miles, and has more coastline than any other county in the State, with 110 miles. The County is densely forested, mountainous and mainly rural; 80 percent of the County is forest lands, protected redwoods and recreation areas. It is considered the southern gateway to the Pacific Northwest. Formed in 1853 from parts of Trinity County, the County is a general law county. Humboldt County is governed by a five-member Board of Supervisors elected to four-year terms by their respective districts. In addition to cannabis cultivation and family operated dairy farms, the County economy is also driven by timber and tourism.

Population

The table below shows historical population figures for the City, the County and the State for the last 10 years.

POPULATION ESTIMATES
2012 through 2021
City of Eureka, Humboldt County and the State of California

<u>Year⁽¹⁾</u>	<u>City of Eureka</u>	<u>Humboldt County</u>	<u>State of California</u>
2012	27,114	135,219	37,561,624
2013	27,060	134,758	37,924,661
2014	27,025	134,462	38,269,864
2015	27,010	134,727	38,556,731
2016	27,032	134,819	38,865,532
2017	27,132	135,449	39,103,587
2018	27,015	134,932	39,352,398
2019	26,731	133,717	39,519,535
2020	26,582	132,824	39,605,361
2021	26,113	130,851	39,648,938

⁽¹⁾ As of January 1.

Source: California Department of Finance.

Income

The following table summarizes per capita personal income for the County, the State and the United States for the past 10 years that data are currently available.

PER CAPITA PERSONAL INCOME
2011 through 2020
Humboldt County, the State of California, and the United States

<u>Year</u>	<u>Humboldt County</u>	<u>State of California</u>	<u>United States</u>
2011	\$36,252	\$45,574	\$42,783
2012	36,795	48,154	44,614
2013	37,446	48,549	44,894
2014	39,016	51,332	47,017
2015	41,389	54,632	48,891
2016	42,376	56,667	49,812
2017	43,354	58,942	51,811
2018	44,438	61,663	54,098
2019	46,072	64,513	56,047
2020	50,182	70,192	59,510

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

Employment

The following table summarizes the labor force, employment and unemployment figures for the years 2014 through 2018 for the City, the County, the State, and the United States.

CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT
2014 through 2018⁽¹⁾
City of Eureka, Humboldt County, State of California, and the United States

<u>Year</u>	<u>Area</u>	<u>Labor Force</u>	<u>Employment⁽²⁾</u>	<u>Unemployment⁽³⁾</u>	<u>Unemployment Rate (%)</u>
2016	City of Eureka	12,700	12,100	600	4.8
	Humboldt County	62,400	59,300	3,100	4.9
	State of California	19,012,000	17,965,400	1,046,600	5.5
2017	City of Eureka	12,700	12,200	500	4.1
	Humboldt County	62,500	59,900	2,600	4.2
	State of California	19,173,800	18,246,800	927,000	4.8
2018	City of Eureka	12,700	12,200	500	3.6
	Humboldt County	62,500	60,300	2,300	3.6
	State of California	19,263,900	18,442,400	821,500	4.3
2019	City of Eureka	12,500	12,100	400	3.5
	Humboldt County	62,100	59,800	2,300	3.7
	State of California	19,353,700	18,550,500	803,200	4.2
2020	City of Eureka	12,000	11,000	1,000	8.6
	Humboldt County	59,400	54,400	5,000	8.4
	State of California	18,821,200	16,913,100	1,908,100	10.1

Note: Data is not seasonally adjusted.

Source: California Employment Development Department. March 2020 Benchmark.

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Industry

The distribution of employment in the County is presented in the following table for the last five years.

INDUSTRY EMPLOYMENT & LABOR FORCE ANNUAL AVERAGES 2016 through 2020 Humboldt County

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Total Farm	900	900	900	1,000	1,200
Mining, Logging and Construction	2,100	2,300	2,500	2,600	2,500
Manufacturing	2,100	2,000	2,100	2,200	2,100
Wholesale Trade	1,000	1,000	1,100	1,100	1,100
Retail Trade	7,400	7,500	7,200	7,200	6,500
Transportation, Warehousing and Utilities	1,200	1,200	1,100	1,000	1,000
Information	400	400	400	400	300
Financial Activities	1,700	1,700	1,800	1,800	1,700
Professional and Business Services	2,800	2,900	3,300	3,600	3,400
Education and Health Services	8,500	8,800	8,900	8,900	8,300
Leisure and Hospitality	5,800	5,800	5,800	5,600	4,300
Other Services	1,800	1,900	2,000	2,000	1,900
Government	<u>14,200</u>	<u>14,300</u>	<u>14,400</u>	<u>14,500</u>	<u>13,400</u>
Total All Industries	49,700	50,700	51,400	51,900	47,700

Note: Items may not add to total due to independent rounding.

Source: State of California, Employment Development Department, Labor Market Information Division, Annual Average Labor Force and Industry Employment, March 2020 Benchmark.

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Principal Employers

The following tables list the principal employers in the County, including the City.

MAJOR EMPLOYERS

Humboldt County

<u>Employer</u>	<u>Location</u>	<u>Industry</u>	<u>Employees</u>
Bettendorf Trucking	Arcata	Trucking	250-499
Blue Lake Casino & Hotel	Blue Lake	Casinos	250-499
Costco Wholesale	Eureka	Wholesale Clubs	100-249
County of Humboldt	Eureka	Government Offices-County	100-249
Danco Group	Arcata	Construction Companies	100-249
Eureka City Clerk	Eureka	Government Offices-City/Village & Twp	250-499
Eureka High School	Eureka	Schools	100-249
Hospice of Humboldt	Eureka	Health Services	100-249
Humboldt County Dept-Health	Eureka	Clinics	100-249
Humboldt County Mental Health	Eureka	Hospitals	100-249
Humboldt County Sheriff Dept	Eureka	Government Offices-County	100-249
Humboldt County Social Svc	Eureka	Government Offices-County	250-499
Mad River Community Hospital	Arcata	Hospitals	250-499
Newmarket International Inc	Eureka	Hospitality Training	250-499
North Coast Co-Op-Arcata	Arcata	Grocers-Wholesale	100-249
Pacific Seafood Co	Eureka	Prepared Fish & Seafood Products (mfrs)	100-249
Redwood Memorial Hospital	Fortuna	Hospitals	100-249
Schmidbauer Lumber Inc	Eureka	Logging (mfrs)	100-249
St Joseph Hospital Eureka	Eureka	Hospitals	1,000-4,999
St Joseph Hospital-Admin	Eureka	Health Services	1,000-4,999
Sun Valley Group Inc	Arcata	Florists-Retail	500-999
Target	Eureka	Department Stores	100-249
Umpqua Bank	Eureka	Banks	250-499
USPS	Eureka	Post Offices	100-249
Winco Foods	Eureka	Grocers-Retail	100-249

Source: State of California Employment Development Department, extracted from the America's Labor Market Information System (ALMIS) Employer Database, 2022 1st Edition.]

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Commercial Activity

The tables below offer a seven year history of annualized taxable transactions in the City and the County.

ANNUAL TAXABLE SALES 2016 through 2020 City of Eureka (Dollars in Thousands)

<u>Year</u>	<u>Retail Permits</u>	<u>Retail Stores Taxable Transactions</u>	<u>Total Permits</u>	<u>Total Outlets Taxable Transactions</u>
2016	862	\$776,658	1,405	\$937,007
2017	837	775,409	1,388	936,315
2018	847	746,007	1,458	904,721
2019 ⁽¹⁾	842	739,296	1,510	885,889
2020 ⁽¹⁾	865	740,815	1,579	869,139

⁽¹⁾ Preliminary, subject to change.

Source: *Taxable Sales in California*, California Department of Tax and Fee Administration ("CDTFA"). Some previously reported data has been revised by the CDTFA.

ANNUAL TAXABLE SALES 2016 through 2020 County of Humboldt (Dollars in Thousands)

<u>Year</u>	<u>Retail Permits</u>	<u>Retail Stores Taxable Transactions</u>	<u>Total Permits</u>	<u>Total Outlets Taxable Transactions</u>
2016	3,316	\$1,619,036	5,454	\$2,158,199
2017	3,315	1,629,607	5,745	2,215,368
2018	3,325	1,531,855	6,205	2,030,972
2019 ⁽¹⁾	3,351	1,563,212	6,449	2,063,363
2020 ⁽¹⁾	3,387	1,721,562	6,830	2,217,757

⁽¹⁾ Preliminary, subject to change.

Source: *Taxable Sales in California*, California Department of Tax and Fee Administration ("CDTFA"). Some previously reported data has been revised by the CDTFA.

Construction

The annual building permit valuations and number of permits for new dwelling units issued for the past five years for the City and the County are shown in the following tables.

BUILDING PERMITS AND VALUATIONS 2014-2018 City of Eureka (Dollars in Thousands)

Valuation	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Residential	\$1,825	\$2,935	\$4,237	\$18,770	\$10,009
Non-Residential	4,249	7,484	11,403	\$10,118	\$4,987
Total	\$6,074	\$10,419	\$15,640	\$28,888	\$14,996
Units					
Single Family	2	3	11	38	9
Multi Family	<u>0</u>	<u>12</u>	<u>4</u>	<u>53</u>	<u>76</u>
Total	2	15	15	91	85

Note: Totals may not add to sums because of rounding.

Source: Construction Industry Research Board.

BUILDING PERMITS AND VALUATIONS 2014 through 2018 Humboldt County (Dollars in Thousands)

Valuation	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Residential	\$47,404	\$47,192	\$51,372	\$10,009	\$72,859
Non-Residential	<u>33,618</u>	<u>33,610</u>	<u>44,444</u>	\$4,987	\$38,157
Total	\$81,022	\$80,802	\$95,816	\$14,996	\$111,016
Units					
Single Family	155	151	153	9	181
Multi Family	<u>52</u>	<u>76</u>	<u>127</u>	76	139
Total	207	227	280	85	320

Note: Totals may not add to sums because of rounding.

Source: Construction Industry Research Board.

APPENDIX E

HUMBOLDT COUNTY TREASURY POOL

The following information concerning the Humboldt County Treasury Pool (the “Treasury Pool”) has been provided by the Treasurer, and has not been confirmed or verified by the District, the Municipal Advisor or the Underwriter. The District, the Municipal Advisor and the Underwriter have not made an independent investigation of the investments in the Treasury Pool and have made no assessment of the current County investment policy. The value of the various investments in the Treasury Pool will fluctuate on a daily basis as a result of a multitude of factors, including generally prevailing interest rates and other economic conditions. Additionally, the Treasurer, with the consent of the County Board of Supervisors may change the County investment policy at any time. Therefore, there can be no assurance that the values of the various investments in the Treasury Pool will not vary significantly from the values described herein. Finally, neither the District, the Municipal Advisor nor the Underwriter make any representation as to the accuracy or adequacy of such information or as to the absence of material adverse changes in such information subsequent to the date hereof, or that the information contained or incorporated hereby by reference is correct as of any time subsequent to its date. Additional information regarding the Treasurer Pool may be obtained from the Treasurer at humboldtgov.org/1343/Treasury; however, the information presented on such website is not incorporated herein by any reference

APPENDIX F

SPECIMEN MUNICIPAL BOND INSURANCE POLICY

AGENDA ITEM

Agenda Title: Recommendation for New Job Description - NECEP Student - Family Liaison
 Meeting Date: January 13, 2022
 Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Board is asked to approve a new job description for a Native Educational Choices and Empowerment Project (NECEP) Student - Family Liaison. This is a new position funded by the NECEP. The job description and range placement were provided to CSEA and discussed on January 3, 2022. The next CSEA Unit meeting takes place January 18 where the Unit will vote on the job description.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Eureka City Schools agrees to provide expanded educational services to American Indian students in Kindergarten through 12th grade and to document, track, and report data needed to integrate services with the NECEP. The goal is to expand educational services, promote student connectedness to positive developmental relationships, support cultural enrichment activities, increase parent/ guardian engagement in student success, and expand student services and materials.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

N/A

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The recommended placement for this position is Range 15.

WHO *(list the name of the contact person(s), job title, and site location)*

Renae M. Will
 Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- ▣ Job Description NECEP

Native Educational Choices and Empowerment Project (NECEP)
Student Family Liaison

Purpose Statement

Under the direction of the Eureka City Schools Superintendent, other designated administrators and the Eureka City Schools (ECS) Indian Education Coordinator, the NECEP Student Family Liaison has primary responsibility for site-level implementation of the Native Education Choices and Empowerment Project goals and objectives. The NECEP Student Family Liaison will collaborate with the Title VI program, other Indian Education programs, Yurok and other local Tribal and Rancheria education programs and post-secondary partners.

Essential Functions:

- With guidance from the program and site administrators and the Title VI coordinator, supports all staff, volunteers, and program participants to ensure compliance with program regulations, standards, and timelines.
- Assists program administrators and Title VI coordinator with budget preparation, monitoring, and reporting.
- Collects all required data and submits that data to the program evaluator and leadership team.
- Develops Individual Post-Secondary Plans for all eligible students at the high school sites and helps personalized plans for elementary and middle school students.
- Monitors high school student progress toward graduation and conducts monthly (or more often) grade and progress checks (and ensure this information is shared with the relevant Tribal Education Departments).
- Reports student progress monthly to administrators, Title VI Coordinator, and Tribe and Rancheria education staff (as allowed and appropriate).
- Maintains, evaluates, and interprets individual participant records as well as monitors other vital statistics and data affecting the needs of the student.
- Contacts parents and families at least four times a year to facilitate parent and student choice and access to NECEP-funded supports.
- Serves as a liaison between eligible students, teachers, and parents.
- Directly supports eligible students at program schools including providing culturally-appropriate direct academic tutoring, support, and mentoring.
- Supports eligible student enrollment and participation in Dual Enrollment classes and other enrichment opportunities.
- Working with program, district, and partner counselors, provides information regarding career, college, and financial-aid to eligible students. This includes notifying students of tribal and American Indian specific scholarships and programs.
- Works with program, tribal, and district staff to arrange internships and work experiences for both college and career-bound students.
- Supports Native American Club activities.
- Supports Yurok Language teacher/class.

- Works with Tribal and other school staff to arrange support and enrichment services.
- Coordinates transportation for students to special activities.
- Acts as a liaison to community agencies providing cultural, advocacy, academic, vocational, and other special services to program participants.
- Attends and participates in the Title IV Indian Education Parent Committee.
- Supports the work of other Indian Education staff including determining students in need of additional in-class support.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS that are required include the ability to establish rapport and develop solid working relationships with students, parents or guardians, staff, partner organizations, and community members. Also requires the ability to spell and use correct grammar; ability to follow oral and written directions; ability to type and use a computer.

KNOWLEDGE and familiarity with the cultures and traditions of Native American tribes of Northwest California. Strong understanding of and experience with American Indian Students and communities including demonstrated abilities working with or advising American Indian Students.

Responsibility

Responsibilities include: working under limited supervision; leading, guiding, and/or coordinating other persons; and operating within a defined budget and/or financial guidelines. Utilization of resources from other work units may be required to perform the job's functions. There is an opportunity to significantly impact the district's services.

Working Environment

Some degree of physical ability and exertion is required for this position. The usual and customary methods of performing the job's functions requires the following physical demands: bending at the waist and reaching overhead, above the shoulders and horizontally; pushing and pulling hand carts/boxes; lifting and carrying objects up to 35 pounds; sitting for extended periods of time at a computer or other office setting. The job is performed under minimal temperature variations, some hazardous conditions (e.g. mechanical, cuts, burns, infectious disease, high decibel noise, etc.), and in a clean atmosphere.

Experience:

Job Related Experience with increasing levels of responsibility is required.

Education:

Minimum of two years of College Education required.
AA Degree or Bachelor's Degree preferred.

Certificates and Clearances:

Valid CA Driver's License

Must pass Criminal Justice/ fingerprint clearance

FLSA Status: Non-exempt

Salary Grade: White Collar Range 15

Continuing Education/Training:

As Needed

*CPI Training Certificate

*CPR/First Aid Certificate

* To be completed within the first six months or 130 work days of employment.

District Student Family Liaisons employed under special State or Federal projects must meet the employment standards of those projects and district standards. The program will give preference to American Indians to the greatest extent possible, as defined in the Indian Financing Act of 1974 (25 U.S.C. 1452c)

AGENDA ITEM

Agenda Title: Approval of Extra Compensation for Additional Time Worked as a Result of the Shared Services Agreement Between South Bay Union School District and Eureka City Schools

Meeting Date: January 13, 2022

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to authorize additional compensation for employees who are working extra time to complete work resulting from the Shared Services Agreement between South Bay Union School District and Eureka City Schools. The request is to authorize up to five additional days of pay (at the employee's per diem rate) per month for the classified and certificated management employees on the attached list. Additional time worked will be submitted monthly and may be claimed for the period of time from November 15, 2021 through June 30, 2022.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Managers are contracted to work a specific number of days and are not compensated for additional time or days worked; however, as a result of the arrangement with South Bay Union School District, at times managers will be working additional hours or days to support South Bay during the 2021-2022 school year.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

To be determined but it will not exceed the amount paid by South Bay Union School District for the shared services.

WHO*(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent

Renae Will, Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- ▣ Attachment - List of Positions

Attachment to ECS Board Item – January 13, 2022

Approval of Extra Compensation for Additional Time Worked, up to the Equivalent of Five Days per Month, as a Result
of the Shared Services Agreement Between South Bay Union School District and Eureka City Schools

Positions Authorized to report up to 5 days per month (Nov. 15, 2021 – June 30, 2022):

- Lead School Psychologist
- Assistant Director of Transportation and Risk Management
- Executive Assistant to the Superintendent
- Director of Food Services
- Director of Transportation/Operations/Risk Management
- Director of Maintenance and Facilities
- Director of Fiscal Services
- Director of Information Technology
- Director of Personnel Services and Public Affairs
- Director of Student Services
- Assistant Superintendent of Educational Services
- Assistant Superintendent of Business Services
- Superintendent

AGENDA ITEM

Agenda Title: Development of an Equity Policy/Statement for Eureka City Schools
Meeting Date: January 13, 2022
Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to discuss the process for development of an equity policy/statement.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

At the Board meeting on December 9, 2021, Board President Lisa Ollivier suggested the Board and District look into creating an equity policy.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 4: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

HISTORY *(list previous staff or board action(s) with dates if possible)*

See "Why" section, above.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

To be determined.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Superintendent

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Trustee Boundary/2020 Census Analysis Completed by SchoolWorks, Inc.

Meeting Date: January 13, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to discuss the Trustee Boundary/2020 Census Analysis completed by SchoolWorks, Inc. - 2020 Census Data

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

In May 2021, the Board approved a contract with SchoolWorks, Inc. relating to Trustee Boundary Areas. The Trustee Boundary Analysis by SchoolWorks, Inc. consists of two parts - (1) a Census Boundary Analysis and, if needed, (2) a Trustee Boundary Re-Balancing. The contract with SchoolWorks, Inc., allows for both parts of the project, if needed.

The purpose of a Trustee Boundary Analysis is to ensure that the trustee areas are in compliance with the requirement for equal representation based on the newest data available from the 2020 Census. California Code, Education Code - EDC § 5019.5 states that the boundaries of the trustee areas shall be adjusted by the governing board of each school district before the first day of March of the year following the year in which the results of each decennial census are released.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

The Board approved the contract with SchoolWorks, Inc. on May 13, 2021. The data analysis completed by SchoolWorks, Inc. was reviewed by the Board on October 7, 2021.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Trustee Boundary Analysis

Census Boundary Analysis: \$2,000
Trustee Boundary Re-Balancing: \$3,500

WHO*(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Superintendent

ATTACHMENTS:

Description

- ▣ Trustee Boundary Map Scenarios
- ▣ Plan C - Map
- ▣ Plan C - Zoomed in Map



Trustee Boundary Maps

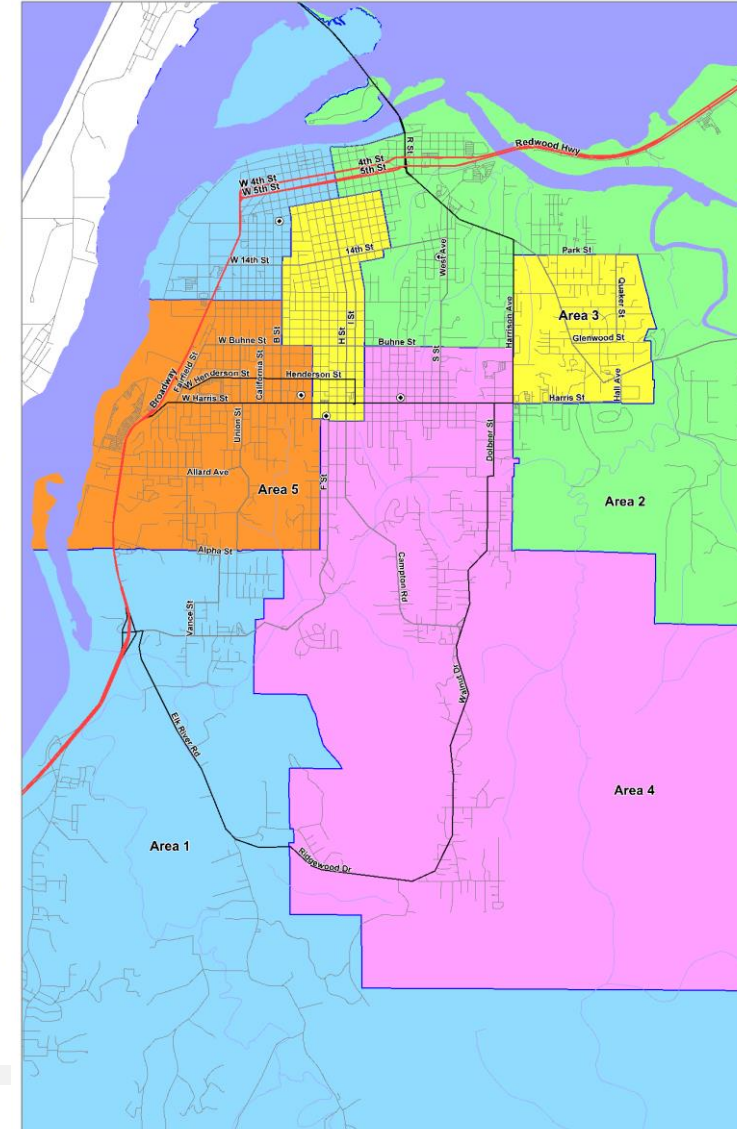
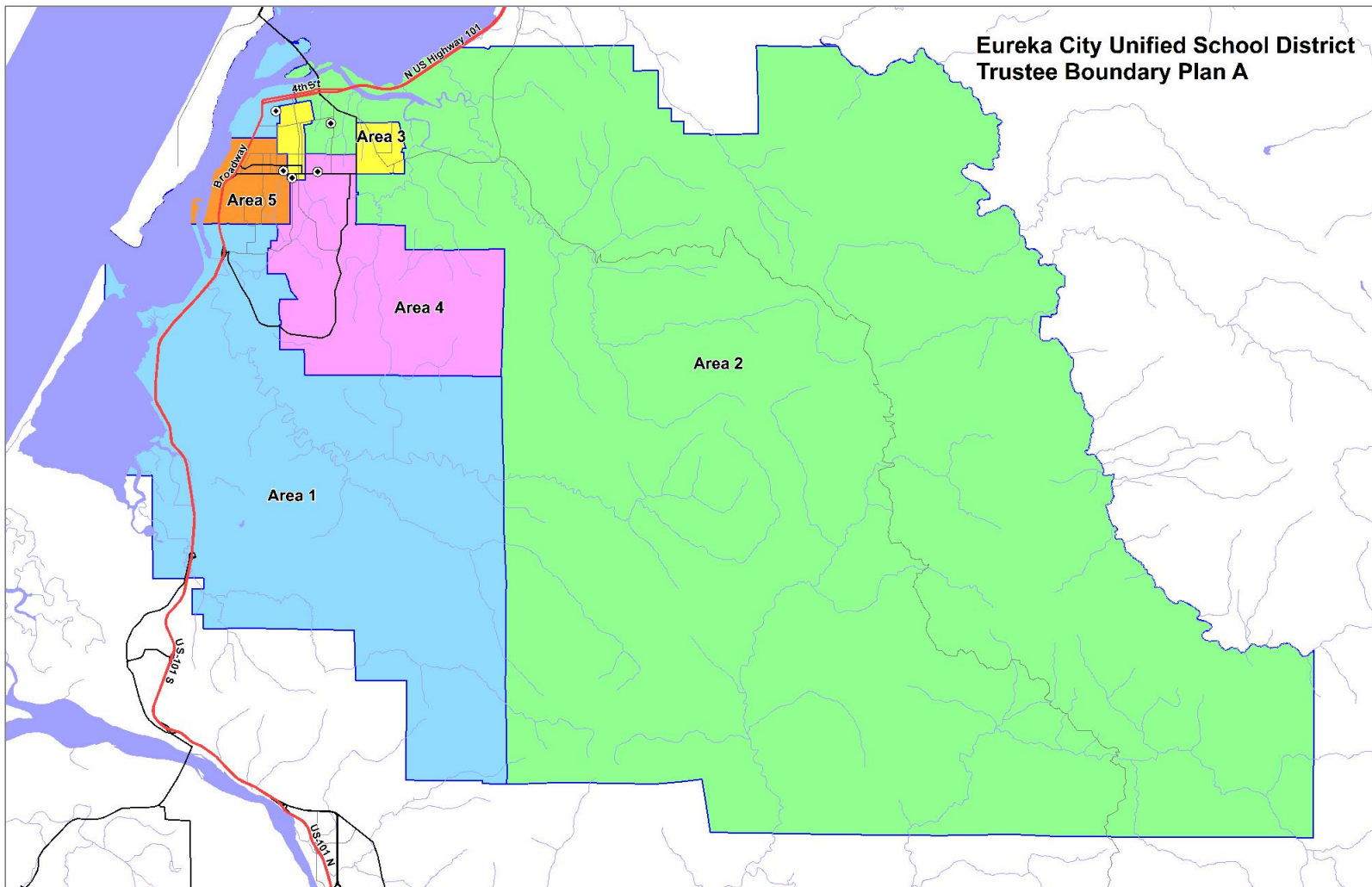
Eureka City Unified School District

INTRODUCTION

This presentation illustrates a couple options for the District to re-balance the population for each of the trustee areas..

- The general guidelines for drawing trustee boundaries include:
 - Topography & Geography
 - Communities
 - Cohesiveness & Contiguous
 - Location of Current Trustees
 - Equal Population
- For each scenario, there are maps showing the boundaries for each trustee area, a table showing the population in each trustee area and the variance from the ideal population. The peak deviation must be less than 10% for the maps to meet the legal requirements. Finally, details of the racial/ethnic populations are provided.

Trustee Area Boundary Map A



Total Population and % Deviation, Map A

**Eureka City Unified School District
Census 2020 Data Summary by Trustee Areas
Plan A**

Total Population Statistics

Area:	1	2	3	4	5	Total
Trustees:	1	1	1	1	1	5
Population	10,220	9,756	9,568	10,235	9,903	49,682
% of Total Pop.	20.57%	19.64%	19.26%	20.60%	19.93%	
Ideal Pop.	9,936	9,936	9,936	9,936	9,936	
Ideal Pop. %	20.00%	20.00%	20.00%	20.00%	20.00%	
						Peak
Deviation	284	-180	-368	299	-33	667
Dev %	2.85%	-1.82%	-3.71%	3.01%	-0.34%	6.71%

Peak Deviation may not exceed 10%.

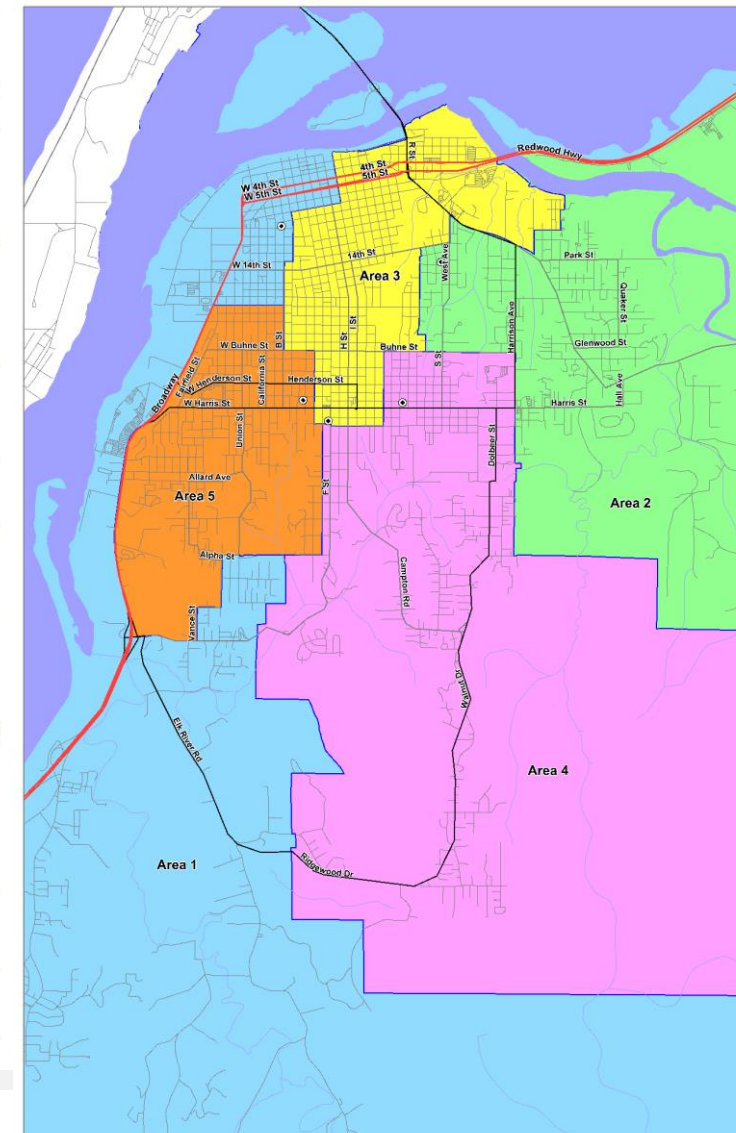
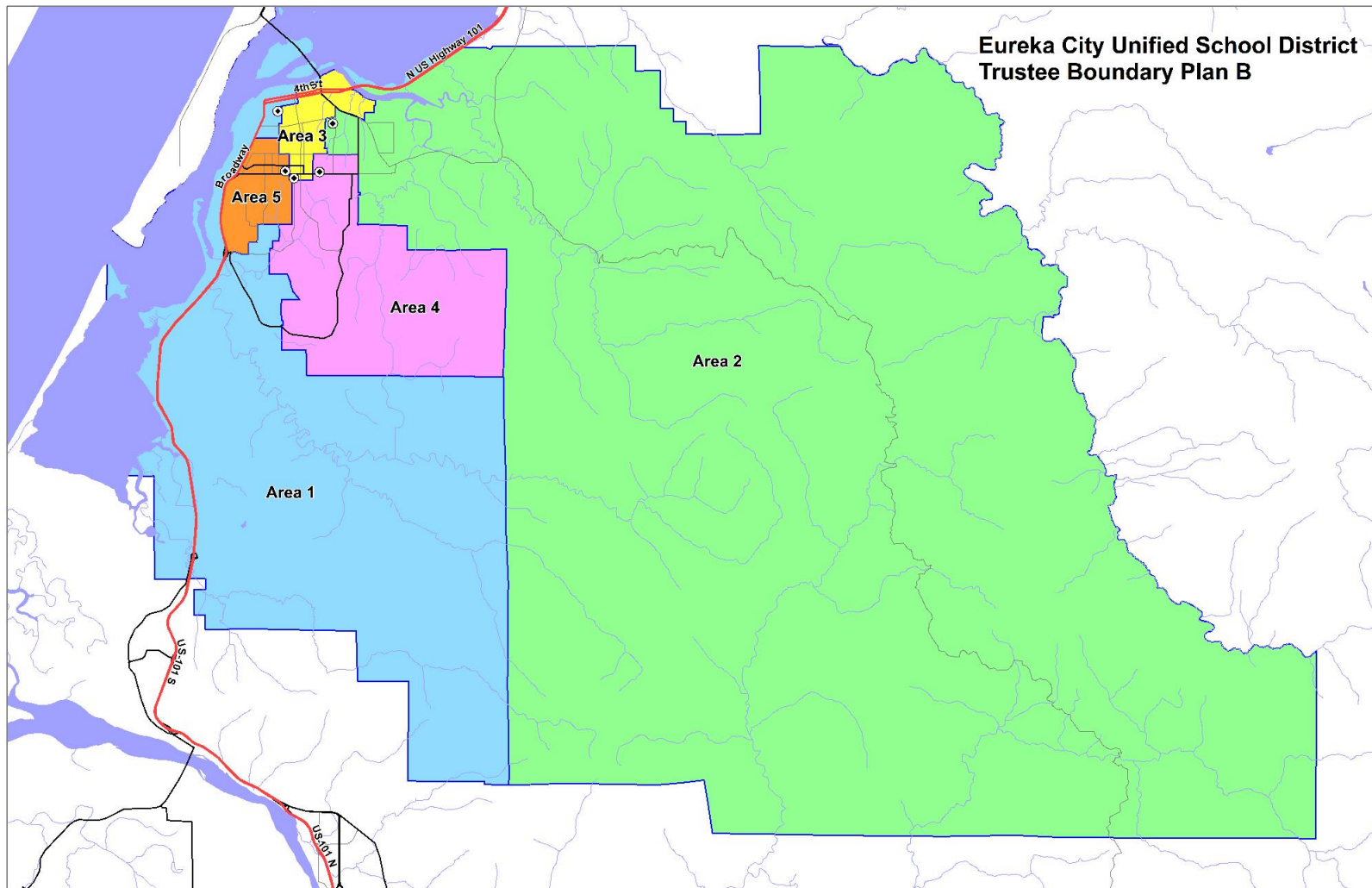
Demographics by Trustee Area, Map A

Census Data by Trustee Area including Racial/Ethnic details
Plan A

Area:	1	%	2	%	3	%	4	%	5	%	Total	%
Trustees:	1		1		1		1		1		5	
Total Population	10220		9756		9568		10235		9903		49682	
Hispanic	1669	16.33%	1013	10.38%	1413	14.77%	1085	10.60%	1553	15.68%	6733	13.55%
White - NH	6665	65.22%	7302	74.85%	6244	65.26%	7466	72.95%	6076	61.36%	33753	67.94%
Black - NH	157	1.54%	128	1.31%	240	2.51%	98	0.96%	181	1.83%	804	1.62%
American Indian - NH	433	4.24%	234	2.40%	301	3.15%	291	2.84%	349	3.52%	1608	3.24%
Asian - NH	369	3.61%	350	3.59%	429	4.48%	456	4.46%	709	7.16%	2313	4.66%
Pacific Islander - NH	66	0.65%	28	0.29%	57	0.60%	45	0.44%	106	1.07%	302	0.61%
Other - NH	72	0.70%	67	0.69%	65	0.68%	90	0.88%	96	0.97%	390	0.78%
Multiple Races - NH	789	7.72%	634	6.50%	819	8.56%	704	6.88%	833	8.41%	3779	7.61%
18+ Population	8290		8026		7736		8156		7661		39869	
Hispanic	1176	14.19%	725	9.03%	971	12.55%	735	9.01%	1048	13.68%	4655	11.68%
White - NH	5730	69.12%	6225	77.56%	5405	69.87%	6266	76.83%	5046	65.87%	28672	71.92%
Black - NH	146	1.76%	108	1.35%	175	2.26%	84	1.03%	142	1.85%	655	1.64%
American Indian - NH	312	3.76%	194	2.42%	234	3.02%	193	2.37%	258	3.37%	1191	2.99%
Asian - NH	278	2.72%	265	2.72%	334	3.49%	302	2.95%	465	4.70%	1644	3.31%
Pacific Islander - NH	41	0.49%	26	0.32%	46	0.59%	39	0.48%	73	0.95%	225	0.56%
Other - NH	55	0.66%	54	0.67%	41	0.53%	57	0.70%	72	0.94%	279	0.70%
Multiple Races - NH	552	6.66%	429	5.35%	530	6.85%	480	5.89%	557	7.27%	2548	6.39%
CVAP	7688		8435		8355		8036		7414		39928	
Hispanic	850	11.06%	678	8.04%	808	9.67%	440	5.48%	592	7.98%	3368	8.44%
White - NH	5483	71.32%	6798	80.59%	6720	80.43%	7030	87.48%	5553	74.90%	31584	79.10%
Black - NH	157	2.04%	261	3.09%	136	1.63%	21	0.26%	57	0.77%	632	1.58%
American Indian - NH	257	3.34%	162	1.92%	288	3.45%	189	2.35%	107	1.44%	1003	2.51%
Asian - NH	261	3.39%	183	2.17%	179	2.14%	147	1.83%	718	9.68%	1488	3.73%
Pacific Islander - NH	145	1.89%	3	0.04%	54	0.65%	7	0.09%	0	0.00%	209	0.52%
Multiple Races - NH	535	6.96%	350	4.15%	170	2.03%	202	2.51%	387	5.22%	1644	4.12%

NH = Not of Hispanic Origin
CVAP = Citizen Voting Age Population

Trustee Area Boundary Map B



Total Population and % Deviation, Map B

**Eureka City Unified School District
Census 2020 Data Summary by Trustee Areas
Plan B**

Total Population Statistics

Area:	1	2	3	4	5	Total
Trustees:	1	1	1	1	1	5
Population	10,200	10,139	9,496	9,923	9,924	49,682
% of Total Pop.	20.53%	20.41%	19.11%	19.97%	19.98%	
Ideal Pop.	9,936	9,936	9,936	9,936	9,936	
Ideal Pop. %	20.00%	20.00%	20.00%	20.00%	20.00%	
						<u>Peak</u>
Deviation	264	203	-440	-13	-12	704
Dev %	2.65%	2.04%	-4.43%	-0.13%	-0.12%	7.09%

Peak Deviation may not exceed 10%.

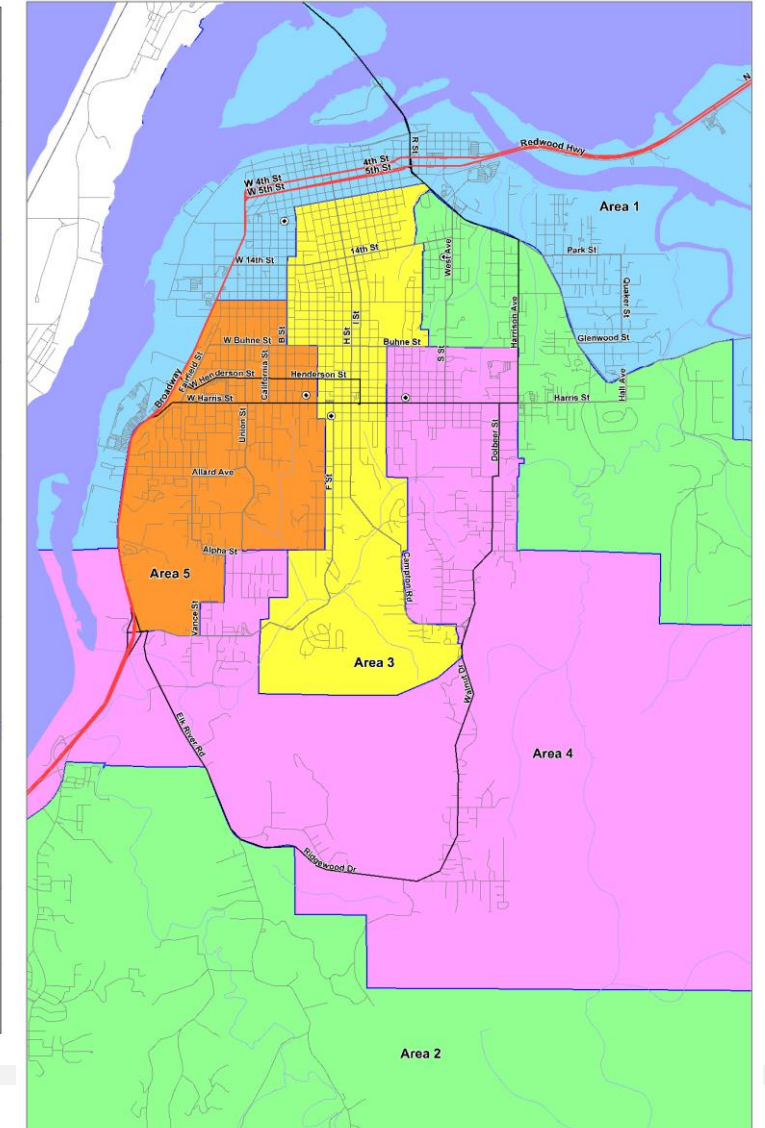
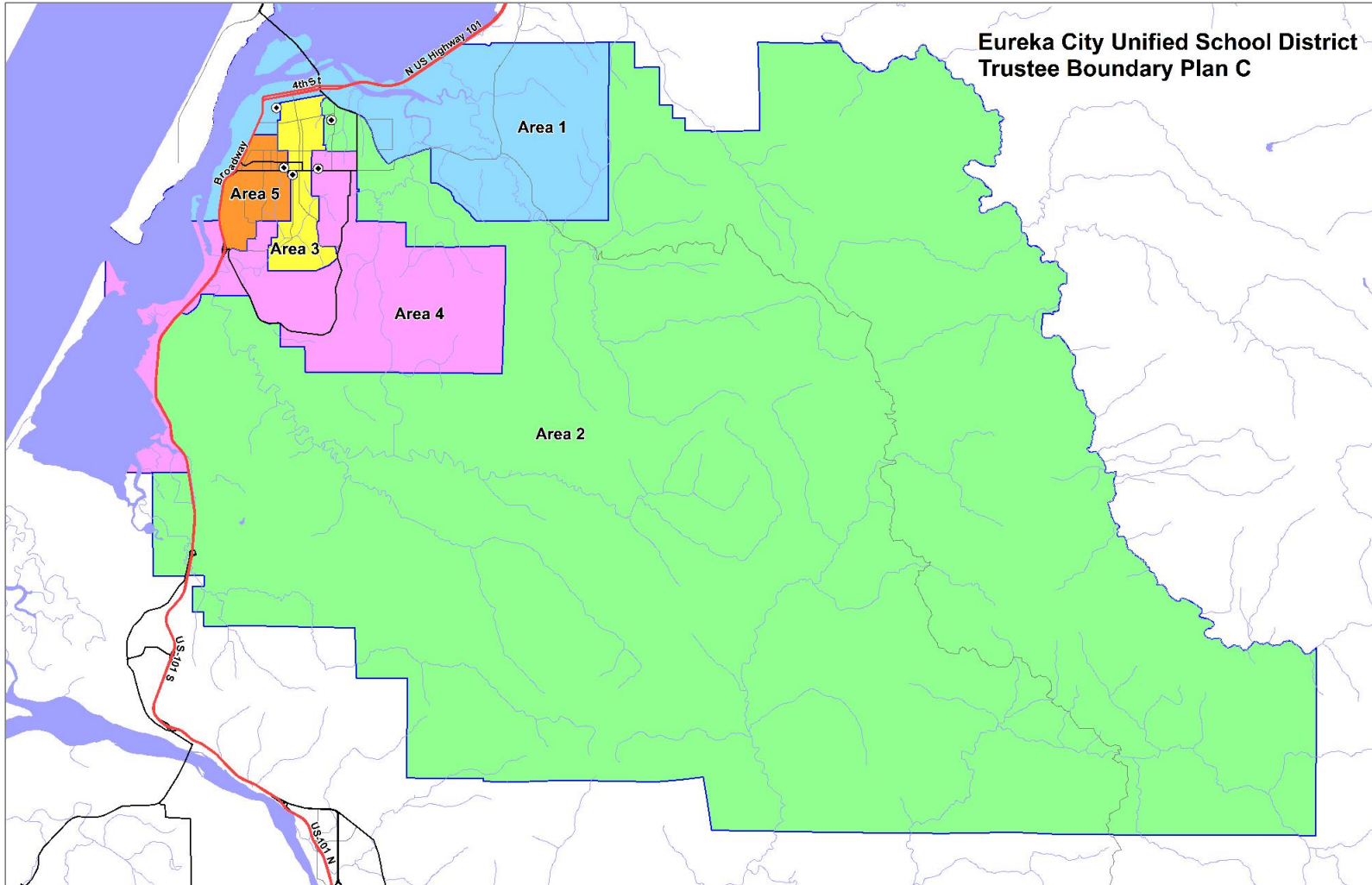
Demographics by Trustee Area, Map B

Census Data by Trustee Area including Racial/Ethnic details
Plan B

Area:	1	%	2	%	3	%	4	%	5	%	Total	%
Trustees:	1		1		1		1		1		5	
Total Population	10200		10139		9496		9923		9924		49682	
Hispanic	1649	16.17%	977	9.64%	1479	15.57%	1055	10.63%	1573	15.85%	6733	13.55%
White - NH	6666	65.35%	7708	76.02%	6066	63.88%	7238	72.94%	6075	61.22%	33753	67.94%
Black - NH	159	1.56%	116	1.14%	257	2.71%	93	0.94%	179	1.80%	804	1.62%
American Indian - NH	427	4.19%	218	2.15%	321	3.38%	287	2.89%	355	3.58%	1608	3.24%
Asian - NH	382	3.75%	328	3.24%	464	4.89%	443	4.46%	696	7.01%	2313	4.66%
Pacific Islander - NH	69	0.68%	26	0.26%	60	0.63%	44	0.44%	103	1.04%	302	0.61%
Other - NH	72	0.71%	78	0.77%	59	0.62%	85	0.86%	96	0.97%	390	0.78%
Multiple Races - NH	776	7.61%	688	6.79%	790	8.32%	678	6.83%	847	8.53%	3779	7.61%
18+ Population	8292		8160		7850		7907		7660		39869	
Hispanic	1167	14.07%	664	8.14%	1047	13.34%	720	9.11%	1057	13.80%	4655	11.68%
White - NH	5743	69.26%	6499	79.64%	5326	67.85%	6071	76.78%	5033	65.70%	28672	71.92%
Black - NH	148	1.78%	85	1.04%	203	2.59%	79	1.00%	140	1.83%	655	1.64%
American Indian - NH	311	3.75%	177	2.17%	255	3.25%	189	2.39%	259	3.38%	1191	2.99%
Asian - NH	285	2.79%	246	2.43%	360	3.79%	295	2.97%	458	4.62%	1644	3.31%
Pacific Islander - NH	41	0.49%	25	0.31%	48	0.61%	38	0.48%	73	0.95%	225	0.56%
Other - NH	55	0.66%	44	0.54%	56	0.71%	52	0.66%	72	0.94%	279	0.70%
Multiple Races - NH	542	6.54%	420	5.15%	555	7.07%	463	5.86%	568	7.42%	2548	6.39%
CVAP	7684		8416		8599		7806		7421		39926	
Hispanic	851	11.07%	742	8.82%	754	8.77%	430	5.51%	591	7.96%	3368	8.44%
White - NH	5492	71.47%	7150	84.96%	6580	76.52%	6818	87.34%	5544	74.71%	31584	79.11%
Black - NH	155	2.02%	12	0.14%	386	4.49%	20	0.26%	59	0.80%	632	1.58%
American Indian - NH	255	3.32%	161	1.91%	290	3.37%	188	2.41%	109	1.47%	1003	2.51%
Asian - NH	263	3.42%	80	0.95%	285	3.31%	144	1.84%	716	9.65%	1488	3.73%
Pacific Islander - NH	146	1.90%	0	0.00%	57	0.66%	5	0.06%	0	0.00%	208	0.52%
Multiple Races - NH	522	6.79%	271	3.22%	247	2.87%	201	2.57%	402	5.42%	1643	4.12%

NH = Not of Hispanic Origin
CVAP = Citizen Voting Age Population

Trustee Area Boundary Map C



Total Population and % Deviation, Map C

**Eureka City Unified School District
Census 2020 Data Summary by Trustee Areas
Plan C**

Total Population Statistics

Area:	1	2	3	4	5	Total
Trustees:	1	1	1	1	1	5
Population	10,001	9,862	9,969	9,926	9,924	49,682
% of Total Pop.	20.13%	19.85%	20.07%	19.98%	19.98%	
Ideal Pop.	9,936	9,936	9,936	9,936	9,936	
Ideal Pop. %	20.00%	20.00%	20.00%	20.00%	20.00%	
						<u>Peak</u>
Deviation	65	-74	33	-10	-12	139
Dev %	0.65%	-0.75%	0.33%	-0.10%	-0.12%	1.40%

Peak Deviation may not exceed 10%.

Demographics by Trustee Area, Map C

Census Data by Trustee Area including Racial/Ethnic details
Plan C

Area:	1	%	2	%	3	%	4	%	5	%	Total	%
Trustees:	1		1		1		1		1		5	
Total Population	10001		9862		9969		9926		9924		49682	
Hispanic	1509	15.09%	1100	11.15%	1444	14.48%	1107	11.15%	1573	15.85%	6733	13.55%
White - NH	6679	66.78%	7201	73.02%	6557	65.77%	7241	72.95%	6075	61.22%	33753	67.94%
Black - NH	176	1.76%	148	1.50%	200	2.01%	101	1.02%	179	1.80%	804	1.62%
American Indian - NH	345	3.45%	318	3.22%	317	3.18%	273	2.75%	355	3.58%	1608	3.24%
Asian - NH	394	3.94%	294	2.98%	513	5.15%	416	4.19%	696	7.01%	2313	4.66%
Pacific Islander - NH	65	0.65%	40	0.41%	59	0.59%	35	0.35%	103	1.04%	302	0.61%
Other - NH	86	0.86%	68	0.69%	71	0.71%	69	0.70%	96	0.97%	390	0.78%
Multiple Races - NH	747	7.47%	693	7.03%	808	8.11%	684	6.89%	847	8.53%	3779	7.61%
18+ Population	8180		8021		8036		7972		7660		39869	
Hispanic	1064	13.01%	762	9.50%	982	12.22%	790	9.91%	1057	13.80%	4655	11.68%
White - NH	5769	70.53%	6155	76.74%	5644	70.23%	6071	76.15%	5033	65.70%	28672	71.92%
Black - NH	157	1.92%	120	1.50%	151	1.88%	87	1.09%	140	1.83%	655	1.64%
American Indian - NH	259	3.17%	243	3.03%	232	2.89%	198	2.48%	259	3.38%	1191	2.99%
Asian - NH	307	3.07%	225	2.28%	361	3.62%	293	2.95%	458	4.62%	1644	3.31%
Pacific Islander - NH	49	0.60%	28	0.35%	43	0.54%	32	0.40%	73	0.95%	225	0.56%
Other - NH	64	0.78%	44	0.55%	59	0.73%	40	0.50%	72	0.94%	279	0.70%
Multiple Races - NH	511	6.25%	444	5.54%	564	7.02%	461	5.78%	568	7.42%	2548	6.39%
CVAP	8551		8182		8322		7452		7421		39928	
Hispanic	1008	11.79%	724	8.85%	553	6.65%	492	6.60%	591	7.96%	3368	8.44%
White - NH	6111	71.47%	6721	82.14%	6832	82.10%	6376	85.56%	5544	74.71%	31584	79.10%
Black - NH	365	4.27%	52	0.64%	136	1.63%	20	0.27%	59	0.80%	632	1.58%
American Indian - NH	275	3.22%	51	0.62%	399	4.79%	169	2.27%	109	1.47%	1003	2.51%
Asian - NH	159	1.86%	246	3.01%	243	2.92%	124	1.66%	716	9.65%	1488	3.73%
Pacific Islander - NH	148	1.73%	0	0.00%	56	0.67%	5	0.07%	0	0.00%	209	0.52%
Multiple Races - NH	485	5.67%	388	4.74%	103	1.24%	266	3.57%	402	5.42%	1644	4.12%

NH = Not of Hispanic Origin
CVAP = Citizen Voting Age Population

SUMMARY OF PLANS

The plans in this report were created by considering the changes that are needed to reduce the peak deviation to a value of less than 10% while maintaining area boundaries that did not displace current trustees. Additional considerations included natural boundaries (rivers and highways), school boundaries, and keeping neighborhoods together.

- Plan A = 6.71% peak deviation, minimized changes
- Plan B = 7.09% peak deviation, creates contiguous boundaries

CONCLUSION / NEXT STEPS

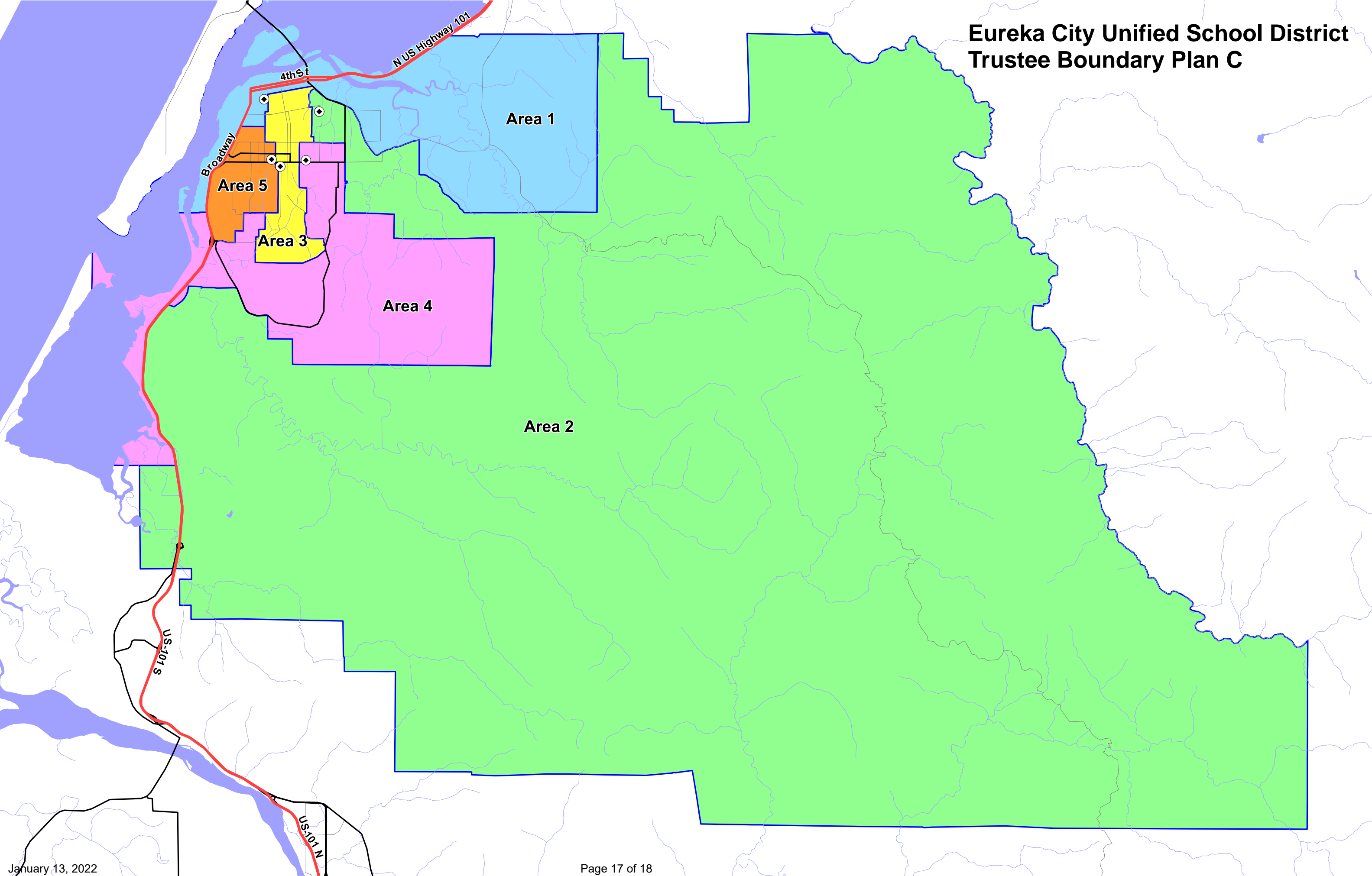
These Maps show possible solutions for the board to consider when complying with the requirement to re-district the trustee areas to balance the total population in each area.

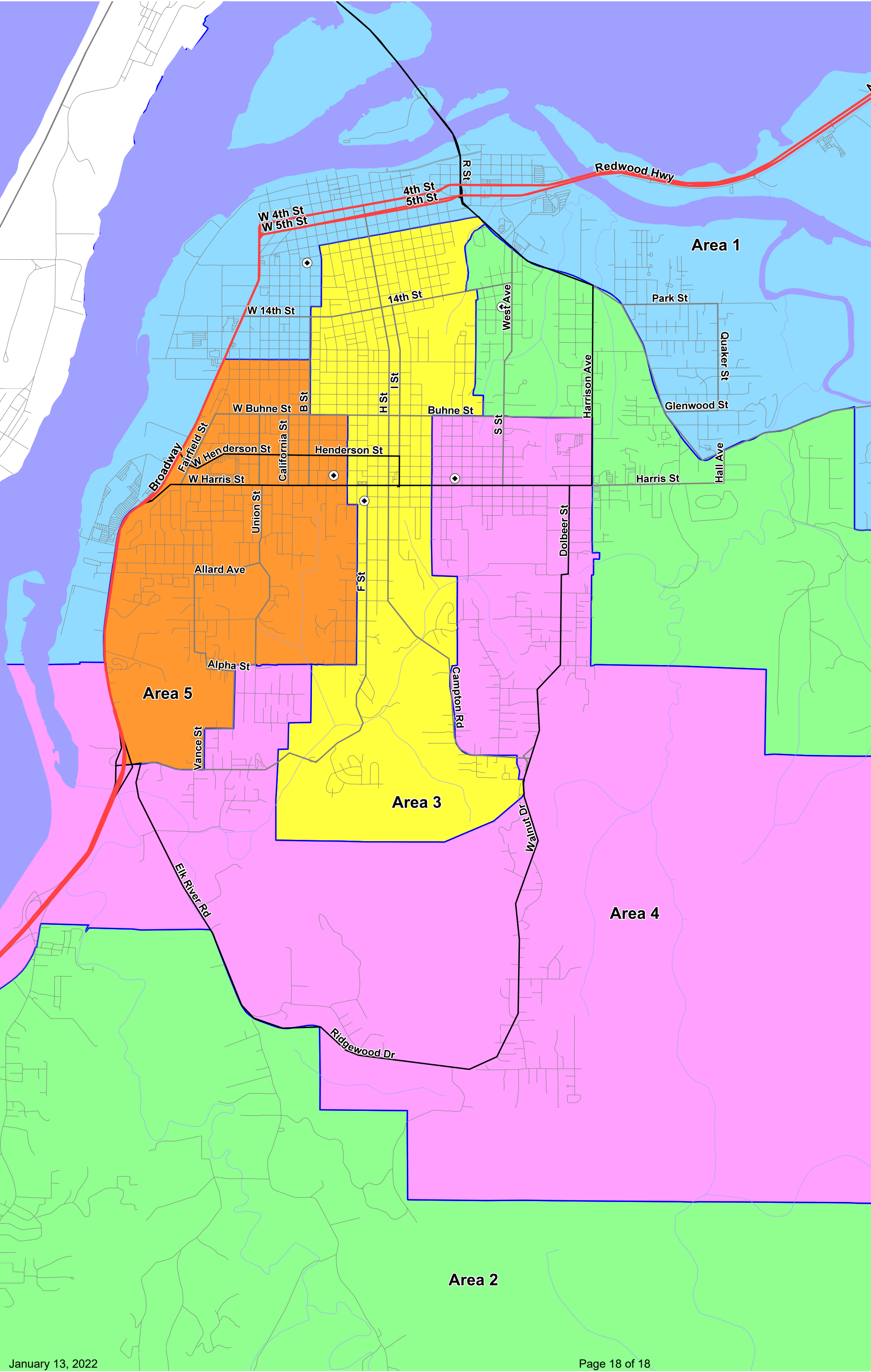
Additional maps can be generated based on input from the board and community. A final decision to approve a boundary map needs to be completed by February 28th.

THANK YOU

Questions?
Input/Suggestions?

**Eureka City Unified School District
Trustee Boundary Plan C**





Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Annual Update on the Arts Integration Projects (Create Humboldt)

Meeting Date: January 13, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

This is an annual update to the Board on the arts integration grant.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Create Humboldt coordinator, Sarah Peters, shall inform the Board on the impact of the grant work on teaching practices and student achievement.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 7: VISUAL AND PERFORMING ARTS PROGRAMS

HISTORY *(list previous staff or board action(s) with dates if possible)*

Create Humboldt is a federal grant which targets students in grades 3-5 in ECS, KTJUSD, Fortuna Elementary, and Arcata Elementary School District. The 2020-21 school year was the final implementation year of the four year grant, but ECS was eligible to apply for a no-cost extension for the 2021-22 school year.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Create Humboldt is a Federal Department of Education grant that will bring in approximately \$1,490,000 to benefit schools in ECS, KTJUSD, Fortuna, and Arcata. The extension added an additional \$374,716.00 for the 2021-22 school year.

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- Create Humboldt Presentation

January 2022 School Board Update



Professional Development in Arts Education

Arts in Education Program US Department of Education

- 28 Teachers
- Grades 3-5
- 8 Schools
- 4 Districts
- 130 hours PD over 4 years
- Visual Art & Theater

January 13, 2022

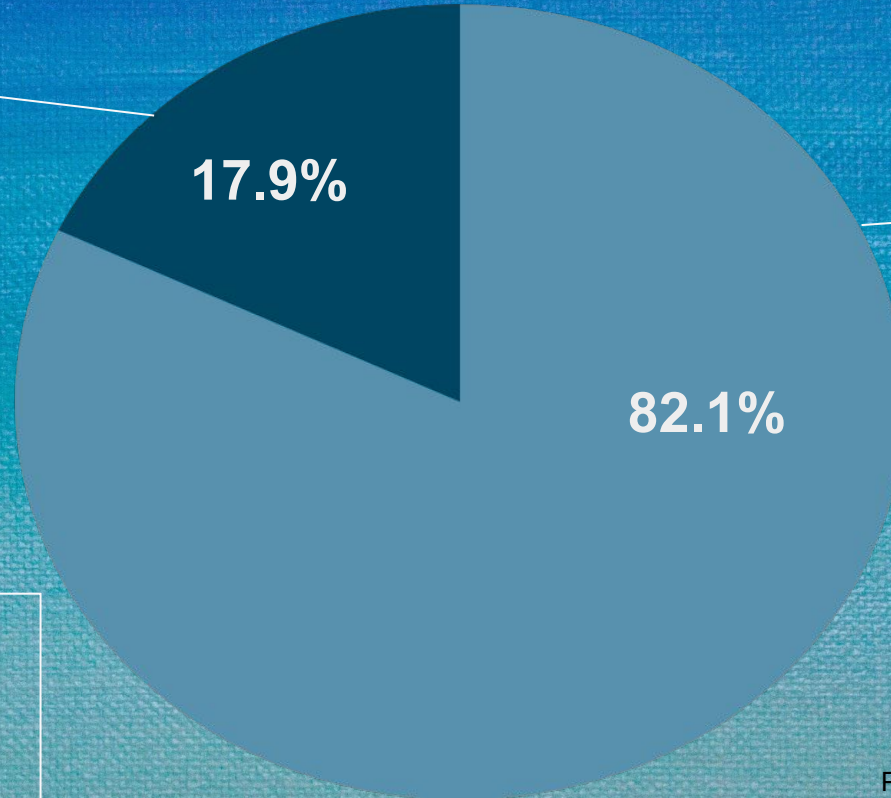


Page 3 of 13

2021 End of Year Impact Survey

My teaching practice **has changed somewhat** and participating in this project **might have a lasting effect.**

0% My teaching practice **was not impacted** as a result of participating in this project.



My teaching practice **has changed significantly** and participating in this project will have a **lasting positive effect.**

2021 Teacher Feedback

“I felt supported in all aspects of this program from doing projects, practicing with my peers, watching my mentor, and receiving feedback on my lessons really solidified my knowledge in the content of the program. Thank you so much.”

2021 Teacher Feedback

“I have found teaching art integration projects have brought my teaching to a new level. I have always loved project based learning. I love the way we spent so much time exploring and practicing ways to dive deeper into thinking levels with both the art and elevating our own teaching strategies incorporating the arts as a form of literacy.”

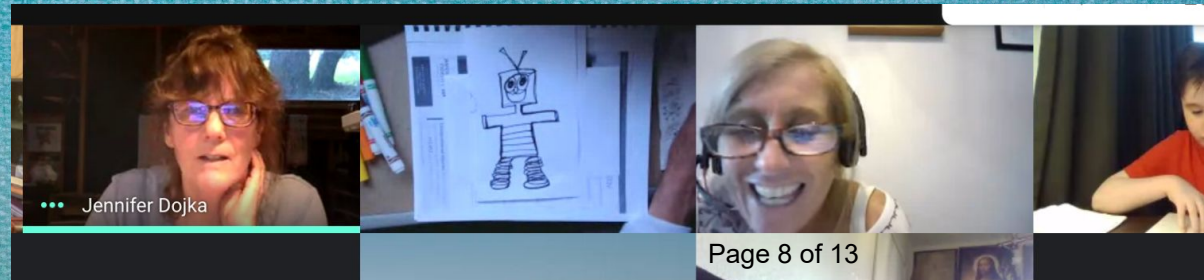
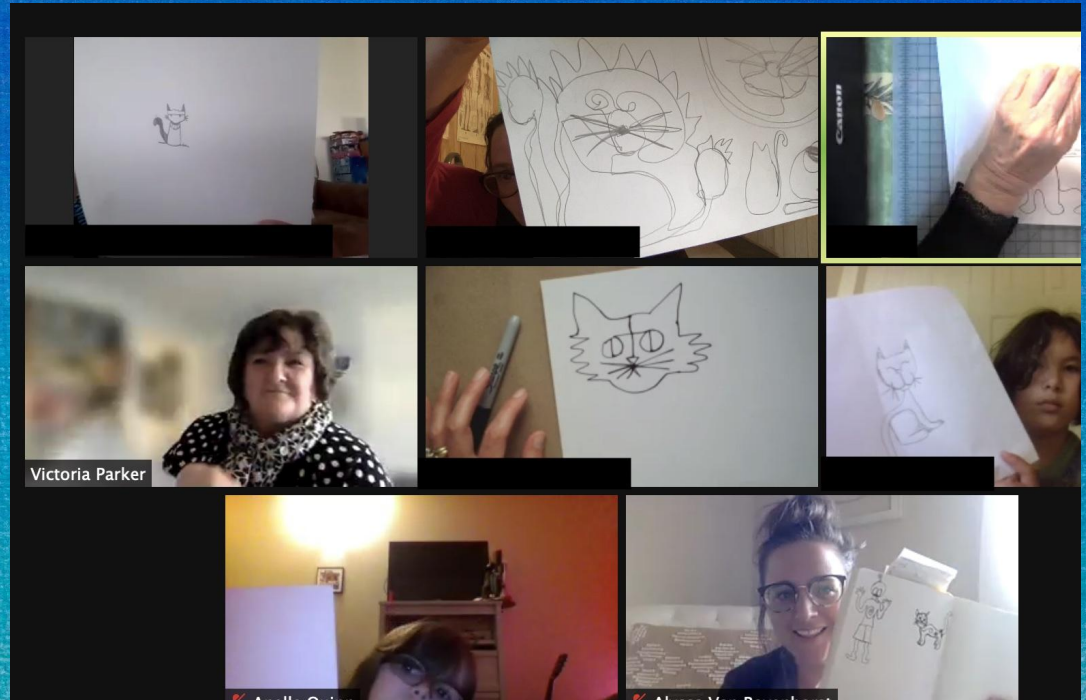
2021 Teacher Feedback

“I learned so many techniques from this grant, I plan on using many of them for the remainder of my teaching career. I feel a lot more confident teaching art and theater in my class than I did before.”

Spotlight:

Remote Family Art Night

- Single Line Drawing + Voice Acting
- 5 schools



Spotlight: *Salmon Life Cycle*

Create Humboldt worked with a teacher to create a lesson that brought together :

- Science
- Watercolor
- Oil pastels
- 3-D pop-up design
- Voice over skills
- Script-writing
- video editing

LINK: <https://spark.adobe.com/video/uG5aAs0kPyUgf>
Begin at minute 11:52, “FRY” section, Play for 30 seconds

In 2022,
we continue
integration
of arts into
core content &
teacher leader
development



2022 Focus on Sustainability

- 13 Teachers
- Grades K-8
- 6 Schools
- 3 Districts
- 40 hours PD
- Visual Art,
Theater,
Hip Hop,
Improvement
Dispositions



2022 Focus on Sustainability

- Improvement Science approach to addressing problems of practice with integrating arts into the classroom
- Create Humboldt leaders guide teacher participants through development of their skills as teacher leaders in the arts
- 2022 GOAL Teachers will see themselves and each other as arts integration resources for the whole Humboldt community of educators

**The world is before you,
and you need not
take it or leave it
as it was when you came in.**

James Baldwin

Thank You

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Enrollment and Attendance Update

Meeting Date: January 13, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board will receive an update regarding District enrollment and attendance.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Board will receive a report comparing current enrollment and attendance to prior periods.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 5: STUDENT TRANSITIONS AND INITIAL ENROLLMENT

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is an annual report.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Fiscal Report - SB 830 Would Provide Enrollment -Based Funding
- ▣ Presentation

[Click Here for COVID-19 Related Resources](#)

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

SB 830 Would Provide Enrollment-Based Funding



BY [LEILANI AGUINALDO](#)

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posted January 5, 2022

On January 3, 2022, Senator Anthony Portantino (D-La Cañada Flintridge) introduced [new legislation](#) that would provide school districts and county offices of education (COEs) with the opportunity to receive additional funds using enrollment data applied to the Local Control Funding Formula (LCFF) instead of average daily attendance (ADA).

As introduced, [Senate Bill \(SB\) 830](#) would establish a process for school districts and COEs to apply for “supplemental education funding” using “average daily membership” data. SB 830 defines average daily membership as “the quotient of the aggregate enrollment days for all pupils in a local educational agency [LEA], from transitional kindergarten to grade 12, inclusive, as applicable, divided by the total number of instructional days for the LEA in an academic year.” The amount of supplemental education funding available to an LEA would be the difference between what the LCFF would generate using average daily membership minus what the LEA receives using ADA.

In order to be eligible for the supplemental funds, an LEA must maintain at least the same per-pupil spending level on staff who address chronic absenteeism and habitual truancy as in the 2019–20 school year. LEAs also would be required to report by July 1 their average daily membership for the prior academic year.

Finally, LEAs would be required to use at least 50% of the supplemental education funds to “supplement existing LEA expenditures to address chronic absenteeism and habitual truancy by providing services and supports that have been determined to improve school attendance, or addressing the root causes that contribute to pupils being chronically absent or habitually truant.” Conversations about the current LCFF model often note that using ADA forces LEAs to prioritize addressing chronic absenteeism and truancy in order to maximize funding under the ADA model. Proponents of SB 830 counter that the existing accountability system will preserve the focus on students who are chronically absent or habitually truant.

As currently drafted, SB 830 excludes charter schools and applies only to school districts and COEs. The bill is sponsored by the Los Angeles Unified School District and the California School Employees Association. As a new bill, SB 830 may not be acted upon until February 2022 at the earliest. Future *Fiscal Report* articles will provide updates on SB 830 and similar bills as they proceed through the legislative process.

Enrollment & Attendance Update



January 13, 2022
Presented by Paul Ziegler
Assistant Superintendent

ENROLLMENT

- The number of students registered to attend Eureka City Schools on any given day

ATTENDANCE

- The number of students actually attending school on any given day

AVERAGE DAILY ATTENDANCE (ADA)

- Daily Attendance, averaged over each school day through end of P-2

ATTENDANCE RATIO

- Number of enrolled students attending school on each given day

ENROLLMENT / ATTENDANCE REPORTS

CBEDS: California Basic Education Data System.
The statewide system of collecting enrollment, staffing and salary data on “Information Day”, the first Wednesday of October.

ENROLLMENT / ATTENDANCE REPORTS

School agencies report their attendance three times during a school year.

- **The First Principal Apportionment (P-1 Count)** covers the period from July 1 through the last school month ending on or before December 31 of a school year
 - A “school month” is a four week period that does not necessarily correspond to the calendar year
- **The Second Principal Apportionment (P-2 Count)** covers the period from July 1 through the last school month ending on or before April 15 of a school year
- **Annual ADA** is based on the count from July 1 through June 30

The final recalculation of the apportionment is based on a school agency’s P-2 ADA Count.

LCFF BASE Revenue is determined by multiplying:

Grade Span per ADA amount

X

ADA for each Grade Span

- 2021/22 **BASE REVENUE** per ADA ranges from \$8,092 for TK-3 up to \$9,802 for 9-12;
Unweighted average Grade Span per ADA is \$8,642.

EUREKA CITY SCHOOLS CBEDS Results

	2012-13	2013-14	2014-15	2015-16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Change
TK	21	51	59	56	56	45	57	60	33	58	25
K	247	254	254	247	246	249	212	239	201	232	31
1	301	254	260	253	245	242	235	215	235	210	(25)
2	263	284	248	269	251	239	232	222	208	236	28
	832	843	821	825	798	775	736	736	677	736	59
3	233	266	273	251	261	251	214	224	211	217	6
4	259	237	277	263	239	249	230	209	216	214	(2)
5	242	251	232	281	263	237	245	222	209	214	5
	734	754	782	795	763	737	689	655	636	645	9
6	234	256	266	263	298	262	231	259	224	216	(8)
7	285	342	309	345	337	381	365	345	345	320	(25)
8	292	287	350	297	351	325	360	372	344	348	4
	811	885	925	905	986	968	956	976	913	884	(29)
9	310	333	287	345	313	347	305	391	353	360	7
10	324	288	312	281	326	300	326	298	364	356	(8)
11	308	308	274	301	273	323	300	322	281	351	70
12	351	315	321	282	308	288	331	296	316	287	(29)
Un Gr	0	0	0	0	0	0	0	0	0	0	0
	1,293	1,244	1,194	1,209	1,220	1,258	1,262	1,307	1,314	1,354	40
Grand Total	3,670	3,726	3,722	3,734	3,767	3,738	3,643	3,674	3,540	3,619	79
Annual Change	(173)	56	(4)	12	33	(29)	(95)	31	(134)	79	
P-2 ADA	3,450.77	3,521.70	3,510.67	3,534.39	3,539.28	3,479.85	3,405.62	3,449.54	3,363.14	---	
% of CBEDS	94.03%	94.52%	94.32%	94.65%	93.95%	93.09%	93.48%	93.89%	95.00%	92.32%	
Projected P-2										3,341.00	

HUMBOLDT COUNTY-WIDE INFORMATION DAY ENROLLMENT

All Grades

	<u>Total TK-12</u>	<u>Change From Previous Year</u>
2014/15	18,309	---
2015/16	18,720	411
2016/17	18,524	(196)
2017/18	18,573	49
2018/19*	18,492	(81)
2019/20*	18,083	(409)
2020/21	17,616	(467)
2021/22**	17,647	31

* Adjusted to reflect reconfiguration of Mattole Valley Charter Schools

** Based on preliminary report from Humboldt County Office of Education

HUMBOLDT COUNTY-WIDE INFORMATION DAY ENROLLMENT

Transitional Kindergarten & Kindergarten

	<u>Transitional Kindergarten</u>	<u>Kindergarten</u>	<u>Total TK/K</u>	<u>Change From Previous Year</u>
2014/15	315	1,404	1,719	---
2015/16	328	1,404	1,732	13
2016/17	305	1,477	1,782	50
2017/18	339	1,447	1,786	4
2018/19*	346	1,408	1,754	(32)
2019/20*	344	1,346	1,690	(64)
2020/21	217	1,205	1,422	(268)
2021/22**	241	1,245	1,486	64

* Adjusted to reflect reconfiguration of Mattole Valley Charter Schools

** Based on preliminary report from Humboldt County Office of Education

Information Day 2021-22

SCHOOL ENROLLMENT BY SITE AND GRADE LEVEL

School Site		TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL
Alice Birney Elementary		20	64	53	78	65	53	57								390
Grant Elementary			47	42	30	45	40	46								250
Lafayette Elementary		13	47	39	43	27	38	44								251
Washington Elementary		25	74	76	85	80	83	67								490
																0
Winship Middle									95	164	158					417
Zane Middle									121	156	190					467
																0
Eureka High School												360	353	320	248	1,281
Zoe Barnum High													3	31	39	73
																0
																0
TOTALS BY GRADE		58	232	210	236	217	214	214	216	320	348	360	356	351	287	3,619

1.17 - FRPM/English Learner/Foster Youth - Count

				Free/Reduced Meal Eligibility Counts Based On:								
School Code	School Name	Total Enrollment (with applied filters)	Total Enrollment (All Age Eligibility)	Free & Reduced Meal Program: 181/182	Foster	Tribal Foster Youth: 193	Homeless	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible	Total Unduplicated FRPM/EL Eligible Count
6007751	Alice Birney Elementary	390	390	349	2	0	36	2	298	349	130	355
6057376	Catherine L. Zane Middle	467	467	337	4	0	29	1	264	340	85	345
1232206	Eureka Senior High	1281	1281	783	10	0	47	0	594	785	150	805
6007777	Grant Elementary	250	250	196	4	0	8	0	161	196	52	203
6007793	Lafayette Elementary	251	251	214	5	0	14	0	164	214	76	219
6007827	Washington Elementary	490	490	326	6	0	22	2	271	328	61	334
0127407	Winship Middle	417	417	271	5	0	25	1	210	272	64	279
1232057	Zoe Barnum High	73	73	52	2	0	7	0	35	52	6	52
TOTAL - Selected Schools		3619	3619	2528	38	0	188	6	1997	2536	624	2592

**EUREKA CITY SCHOOLS
ADA SITE INCENTIVE TRACKING**

With Independent Study

		2020-21	Month 4 2021-22	2021-22 YTD								Difference + / (-)
BASE YEAR 2020-21		Month 4		Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	
ALICE BIRNEY	93.50%	93.54%	390	90.26%	90.96%	92.48%	91.69%					-1.85%
GRANT	94.78%	94.91%	250	90.66%	91.22%	90.82%	91.94%					-2.97%
LAFAYETTE	93.67%	93.68%	251	92.33%	93.10%	93.76%	93.58%					-0.10%
WASHINGTON	96.20%	96.38%	490	94.42%	93.62%	93.36%	92.28%					-4.10%
WINSHIP	96.77%	96.95%	417	88.12%	88.97%	89.38%	86.85%					-10.10%
ZANE	97.33%	97.29%	467	89.12%	92.81%	94.17%	91.30%					-5.99%
EUREKA HIGH	96.53%	96.09%	1,281	93.87%	93.74%	92.46%	92.46%					-3.63%
ZOE BARNUM	69.21%	69.77%	73	67.67%	67.41%	71.93%	62.25%					-7.52%
DISTRICT WIDE TOTAL	95.40%	95.55%	3,619	91.44%	91.99%	91.96%	90.96%					-4.59%

CALCULATION OF LCFF REVENUE

	Average Daily Attendance (<u>ADA</u>)		Average Grade Span <u>Per ADA Amount</u>		Projected 2021/22 <u>LCFF Revenue</u>
LCFF BASE REVENUE	3,450	X	\$8,879	=	\$30,633,146
SUPPLEMENTAL & CONCENTRATION ADD-ON/GRADE SPAN ADJUSTMENT	3,450	X	\$2,160	=	\$7,452,058
	---		---		<u>\$1,680,613</u>
TOTAL LCFF REVENUE	3,450	X	\$11,039	=	<u>\$39,765,817</u>

LCFF REVENUE PER STUDENT

AVERAGE ANNUAL LCFF TOTAL REVENUE PER STUDENT **\$11,039**

AVERAGE DAILY LCFF BASE REVENUE PER STUDENT **\$49**

AVERAGE DAILY LCFF TOTAL REVENUE PER STUDENT **\$61**

1% CHANGE IN ATTENDANCE RATIO **\$417,000**

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Update on Governor's Proposal for the 2022-2023 State Budget

Meeting Date: January 13, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board will receive a report on the Governor's Budget Proposal for 2022-23.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Governor provided an economic forecast and financial plan for the state in early January, 2022, with the release of the Governor's Budget Proposal for 2022-23. The Assistant Superintendent will virtually attend the Governor's Budget Workshop on January 21, 2022.

STRATEGIC PLAN/PRIORITY AREA:

Applied to the "Fiscal Integrity of the District" portion of the Strategic Plan

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is an annual report to the Board.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Potential fiscal impacts on Eureka City Schools budget will be part of the report.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- An Overview of the 2022-23 Governor's Budget Proposals

[Click Here for COVID-19 Related Resources](#)

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

An Overview of the 2022–23 Governor's Budget Proposals



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posted January 10, 2022

Preface

It is not often that we experience a crisis, such as the global health pandemic, that turns our collective and individual lives upside down and inside out, while we enjoy the fruits of an exuberant economy that yields unprecedented revenues. And yet, here we are with the release of Governor Gavin Newsom's 2022–23 State Budget—a \$286 billion spending plan that aims to tackle COVID-19 head on, builds upon and expands critical services for Californians, and strengthens the resiliency of the state to address uncertainties and crises we cannot yet see.

For education, Governor Newsom proposes a wide range of new investments to reshape Transitional Kindergarten (TK) through Grade 12 education. The significant funding surpluses of California's COVID-19 economy can support an increase in programmatic offerings through existing education programs and additional investments in several education areas including the Local Control Funding Formula (LCFF), the Expanded Learning Opportunities Program, and special education.

Overview of the Governor's Budget Proposals

Governor Newsom's Budget proposal seeks to strike a balance between ensuring that the needs of every Californian, and especially the most vulnerable Californians, are met through an array of programs while ensuring that the state is equipped to respond to shocks spawned by natural disasters or economic downturns. To this end, his 2022–23 State Budget proposes investments in California's core infrastructure to combat the threat of wildfires that have devastated so many lives. The Budget continues and expands programs to address climate change, including workforce investments and funding to green California's school bus fleets. The Budget recognizes the continuing impacts on COVID-19 and proposes over \$2 billion to increase the state's capacity to slow the spread of the virus through increased testing capacity and vaccination efforts. Additionally, the struggles of small businesses persist as business owners try to recover from the instability of the last two years and the recent omicron surge. Consequently, Governor Newsom augments federal aid to buoy small businesses.

These investments, alongside obligated spending on public education, are viewed by the Governor as essential to protect California in the here and now. However, he is equally committed to fiscal prudence and laying a budget foundation against future risks. The 2022–23 State Budget plan reflects over \$34 billion in reserves: \$20.9 billion in the state's Rainy Day Fund to address fiscal emergencies and \$3.1 billion in operating reserves. Additionally, the Budget includes a sizable deposit into the Proposition 98 reserve (totaling \$9.7 billion). Putting money into a savings account is one way to address future uncertainties; another is to reduce spending obligations. In this regard, Governor Newsom proposes to accelerate buying down the state's retirement liabilities with \$3.8 billion in the Budget year and another \$8.4 billion over the next three years. While this is welcome news for the stability of the retirement systems of educators, they do not directly benefit school employers.

One of Governor Newsom's Budget hallmarks is his reliance on onetime spending. We have seen this pattern since he took office, and perhaps was most stark with the 2021 Budget Act. The Governor's 2022–23 State Budget reflects this tool to ensure stability and budget resilience over time with 86% of his spending proposals being onetime in nature. With this approach, and a deliberate and thoughtful combination of onetime and ongoing investments, Governor Newsom proposes a Budget that is structurally balanced through 2025–26.

The Economy and Revenues

The forecast upon which Governor Newsom bases his proposed State Budget assumes continued economic growth in California. He remains confident in the state's recovery from the pandemic and in the stability of a strengthened economy. California's labor force participation rate is expected to improve, along with job growth and reduced unemployment. Resumed tourism and travel into the state is expected to bolster growth in low-wage, high-touch sectors that have been disproportionately impacted by the COVID-19 pandemic, and wage growth (particularly in low-wage sectors) is expected to increase.

This positive forecast is reflected in the revenue assumptions from the state's largest revenue source—the “Big Three” taxes. The 2022–23 Governor's Budget assumes that tax revenues from two of the three main taxes (the personal income and sales and use tax) will increase from 2021–22.

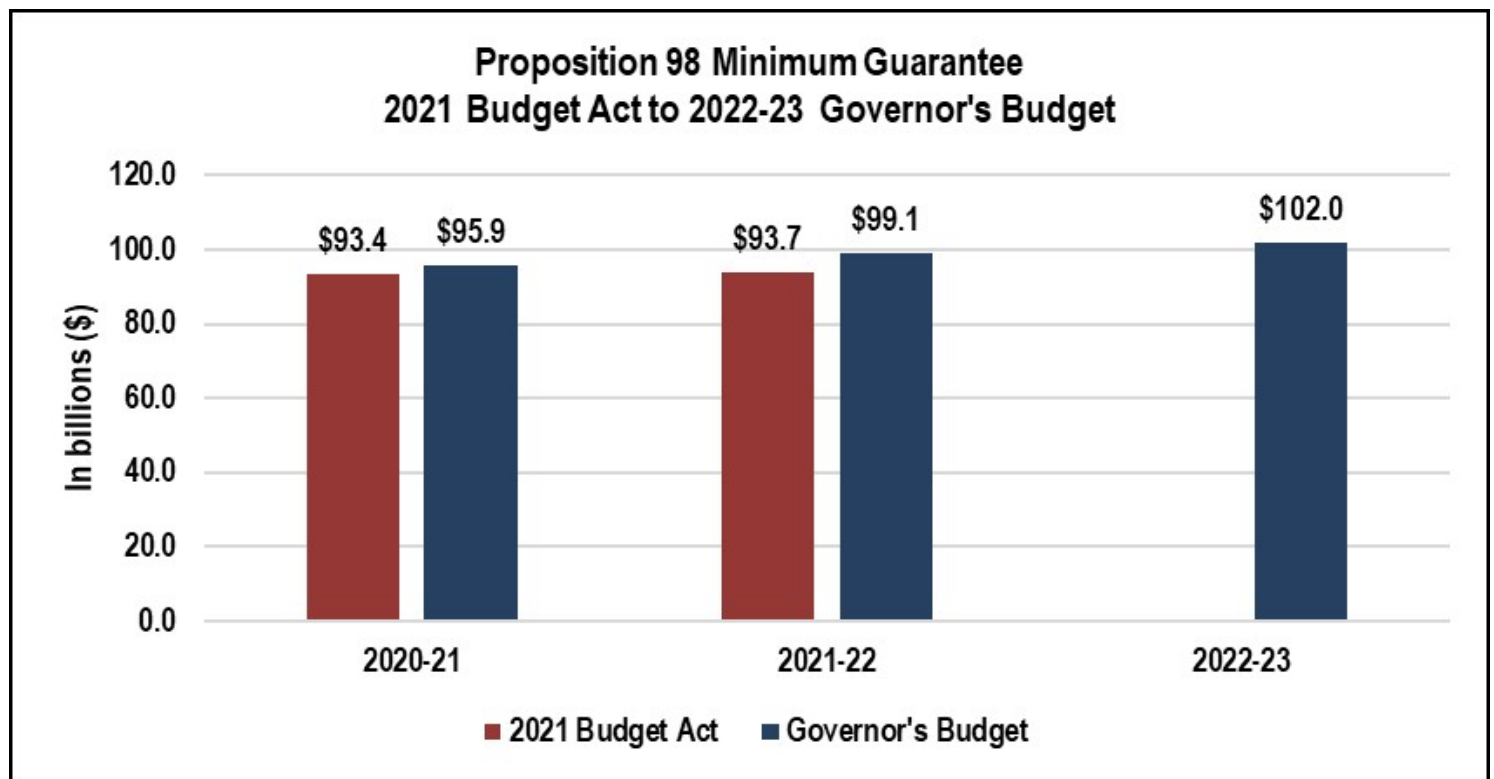
Big Three Taxes (in billions)		
	2021–22	2022–23
Personal Income Tax	\$120.9	\$130.3
Sales and Use Tax	\$30.9	\$32.2
Corporation Tax	\$32.90	\$23.7

Robust state revenues provide the state a general fund surplus of \$45.7 billion surplus for the 2022–23 fiscal year, of which over \$16 billion must be spent on public education through adjustments and increases in the

Proposition 98 minimum guarantee. The Legislative Analyst's Office predicted in its November 2021 Fiscal Outlook that the state would have revenues in excess of its constitutional spending limit (or "Gann Limit"). The Governor holds off on addressing this issue in his January proposal; preferring to wait until the May Revision with clearer revenue estimates before addressing any spending limitations.

Proposition 98 Minimum Guarantee, Reserve, and Local Reserve Cap

The Proposition 98 minimum guarantee for 2022–23 is expected to increase by \$8.3 billion over the 2021 Budget Act to \$102 billion. In addition, the minimum guarantee for 2020–21 and 2021–22 increases over budget act estimates by \$2.5 billion and \$5.4 billion, respectively.



Test 1 remains operative through the budget window and with an adjustment to the minimum guarantee to account for the additional four-year-olds anticipated to be served by TK (\$639.2 million), Proposition 98 spending would represent 38.4% of General Fund revenues in 2022–23.

Given the robust state revenues, Proposition 2 requires the state to make deposits into the Proposition 98 reserve when certain conditions are met. The 2022–23 Governor's Budget includes a \$3.1 billion deposit, which accompanies adjusted deposits of \$3.1 billion and \$3.6 billion in 2020–21 and 2021–22, respectively, bringing the total deposit amount to \$9.7 billion by the end of the budget year.

Related to education's Rainy Day Fund is the requirement to cap most local school district reserves at 10% when the fund's balance is at least 3% of the K-12 portion of the minimum guarantee. The previous balance of \$6.4 billion in the 2021 Budget Act triggers this cap beginning in 2022-23, and the additional deposit means that the cap will remain in place for some time.

LCFF, COLA, and ADA

In light of the significant fiscal challenges facing local educational agencies (LEAs) as well as the anticipated continued decline in enrollment, the Governor's Budget is proposing an amendment to how school districts are funded under the LCFF. Building upon the current law which funds LCFF for school districts on the greater of prior- or current-year average daily attendance (ADA), a third option would be added looking at the average of three prior years' ADA.

The Budget proposal notes that the Administration intends to engage interested parties to explore options for providing declining enrollment protections for charter schools. No mention is made in the Budget Summary of similar protections for county offices of education (COEs).

The Governor's Budget proposal includes an estimated statutory cost-of-living adjustment (COLA) of 5.33% for the LCFF—an increase from the projections of 2.48% that was part of the 2021 Enacted State Budget. The other education programs that are funded outside of the LCFF—Special Education, Child Nutrition, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education program—as well as COEs and community colleges, will also receive the estimated 5.33% COLA.

LCFF Entitlements for School Districts and Charter Schools

The base grants by grade span for 2022-23 are increased over 2021-22 by the estimated statutory COLA of 5.33%.

Grade Span	2021-22 Base Grant Per ADA	5.33% COLA	2022-23 Base Grant Per ADA
TK-3	\$8,093	\$431	\$8,524
4-6	\$8,215	\$438	\$8,653
7-8	\$8,458	\$451	\$8,909
9-12	\$9,802	\$522	\$10,324

The TK-3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$886 per ADA in 2022-23, and the grade 9-12 base grant per ADA is increased by \$268 in recognition of the need for Career

Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

Independent Study

The primary source of general-purpose funding for most LEAs is based on ADA. ADA can either be generated through in-person instruction or through independent study. As such, independent study programs are the means by which LEAs deliver remote instruction and generate ADA. Independent study is offered through two distinct independent study programs, commonly referred to as traditional independent study and course-based independent study.

In response to the increased number of students in need of access to participating in remote instruction due to the pandemic, multiple programmatic changes were made to independent study requirements in 2021–22. The proposed Governor's Budget for 2022–23 continues to recognize the need for independent study as an alternative to in-person instruction by continuing extended timelines for signed independent study agreements implemented in the current year. Additionally, the budget proposes allowing for time spent in synchronous instruction to be included in traditional independent study instructional time calculations beginning in 2022–23. The ability to include synchronous instruction in instructional time calculations used to substantiate ADA, which had solely relied on student work product, represents the first change to the ADA calculation for traditional independent study in decades. This change would provide increased flexibility to LEAs in meeting independent study requirements and generating attendance for the purpose of apportionment through remote instruction.

Special Education

In the wake of \$3.1 billion in special education investments over the last three years, Governor Newsom reinforces his commitment to young children and students with disabilities by proposing an integrated package of investments in early prevention and intervention, proposes commitments for ongoing special education funding of \$500 million in Proposition 98 General Fund dollars, and a 5.33% COLA adjustment as part of the categorical programs that reside outside of the LCFF.

The 2019–20 State Budget called for policy changes underscoring the state's commitment to improving special education instruction and services, and the Governor proposes these policy adjustments as part of the \$500 million special education funding proposal:

- Special education funding formula amendments to calculate special education base funding allocations at the LEA level rather than the Special Education Local Plan Area (SELPA) level.
- Consolidate two special education extraordinary cost pools into a single cost pool to simplify the current funding formula. Currently, there are two \$3 million cost pools, including one targeted for necessary small SELPAs. Pending further information, a simple consolidation would create one \$6 million pool.
- Directly allocate Educationally Related Mental Health Services funding to local educational agencies. Use of these funds was made flexible in 2020–21, with allowable use expanding to any behavioral or mental health service.

Additionally, the Governor's Budget proposes \$500 million onetime support for the Inclusive Early Education Expansion Program to support general education and special education students in inclusive preschool classrooms and facilities. Although not specifically special education funding, the Governor included hefty investments in the State Preschool Program with the goal of serving at least 10% students with disabilities and providing children with an IEP categorical eligibility to participate in State Preschool. Finally, funding to improve early childhood services for children from birth through age five to increase participation of service coordinators in IEP meetings, to establish IDEA specialists at each regional center, and for positions to support the California Department of Education's transition process efforts are also proposed.

Universal TK

Absent any change in law, LEAs are poised to enter the initial year of expansion towards universal TK. Beginning in 2022–23, students whose fifth birthday occurs between September 2 and February 2 are eligible for TK. The Governor's Budget proposal continues the implementation of universal TK, while doing two things:

- Rebenching the Proposition 98 guarantee to include the continued implementation of universal TK
- Allocating \$383 million to reduce student-to-adult ratios, beginning in 2022–23, to 12 students to every one adult

Early Childhood Education

Governor Newsom continues to implement the state's Master Plan for Early Learning and Care, which was released on December 1, 2020. Specifically, his 2022–23 State Budget proposal provides approximately \$824 million for additional childcare slots, as well as \$373 million to support a full year of rate increases for childcare providers. Another significant proposal is \$25 million to address areas of underserved health care providers by increasing child care slots and providing increased access to a licensed, comprehensive, quality, and affordable child care and development system.

Additionally, Governor Newsom follows through on his commitments to adjust Proposition 98 to accommodate the cost of expanding TK, beginning in 2022–23, and paying for the costs of lower classroom ratios.

In addition to TK, Governor Newsom proposes specific investments to support certain children served by the California State Preschool Program (CSPP). He proposes \$309 million to provide more of an inclusive instruction for students with disabilities and support for English learners.

Governor Newsom also proposes several programmatic changes for the CSPP, including establishing categorical eligibility for age-eligible children with individualized education plans, 24 months of continuous eligibility, and the ability of providers to enroll 2-year-olds in their programs.

Early Literacy

The Governor's Budget includes new investments focused on early literacy. A onetime investment of \$500 million is proposed for grants over five years for high-needs schools to train and hire literacy coaches and reading specialists. LEAs also will be able to apply for a onetime \$200 million grant program to create or expand multi-lingual school or classroom libraries offering culturally relevant texts to support reading instruction.

Expanded Learning Opportunities

As foreshadowed in the 2021 Budget Act, the Governor's Budget increases the ongoing investment in the Expanded Learning Opportunities (ELO) Program to \$4.4 billion. Recall that funding for the ELO Program in 2021–22 was comprised of \$1 billion in ongoing and \$754 million in onetime Proposition 98 funds. The additional \$3.4 billion for the program will increase per-pupil funding and expand the number of LEAs that offer no-cost services. In addition, the Budget proposes a onetime investment of \$937 million for ELO Program infrastructure, though there will be a focus on integrating arts and music programming into the enrichment options for students. The proposed budget trailer bill also will include language to clarify that ELO Program funds may be used to hire literacy tutors as another option for enrichment activities. Finally, the Budget invests \$148.7 million ongoing to continue the onetime reimbursement rate increases that were included in the 2021 Budget Act for the After School Education and Safety and 21st Century Community Learning Centers programs.

College and Career Pathways

The Governor's Budget proposes a onetime investment of \$1.5 billion to support the development of college and career pathways focused on education, health care, technology, and climate-related fields. These funds will focus on creating local partnerships that bring together school systems, higher education institutions, and employers to develop integrated pathways to college and careers in these high-demand fields. Additionally, the Governor proposes \$500 million onetime (available over four years) to strengthen and expand student access and participation in dual enrollment programs. This investment will be complemented by \$45 million in higher education funding for curricular pathways software and public-private partnerships for STEM, education, and health care career preparation.

Facilities

The Governor's Budget proposes an unprecedented onetime non-Proposition 98 General Fund investment totaling \$2.225 billion to fund new construction and modernization projects through the School Facility Program. Importantly, the Office of Public School Construction has received applications for such projects, which if approved by the State Allocation Board, would consume the funding. Additionally, the Budget also allocates the remaining \$1.4 billion in Proposition 51 bond funds. Thus, the Governor's proposal would help alleviate the backlog of local school construction projects that hope to receive state matching funds.

Additionally, the Budget appropriates \$30 million in ongoing Proposition 98 funding for the Charter School Facility Grant program, which can be used for a number of general construction costs, including making modifications to curtail the spread of COVID-19.

Universal Meals Program/Nutrition

Beginning with the 2022–23 schoolyear, all LEAs are required to provide two free meals per day (breakfast and lunch) to any student who requests a meal, regardless of their free or reduced-price meal status. Additionally, all schools eligible for the Community Eligibility Provision will be required to apply for the program by June 30, 2022, (if they are not already participating) in order to maximize federal reimbursement for meals served. The state will then cover any remaining unreimbursed costs up to the combined state and federal free per-meal rate.

To help with the implementation of the Universal Meals Program, Governor Newsom is proposing \$596 million, on top of \$54 million provided in the 2021 State Budget Act, to fund universal access to subsidized school meals. Essentially, this is what the Administration is projecting the program to cost the state after accounting for federal reimbursement.

The Administration is also proposing \$450 million onetime (available over three years) for LEAs to upgrade school kitchen infrastructure and equipment to incorporate more fresh, minimally processed California-grown foods in school meals.

The Governor is also proposing an additional \$30 million onetime (non-Proposition 98) for the Farm to School Program to establish additional farm to school demonstration projects and \$3 million ongoing (non-Proposition 98) to expand the regional California Farm to School Network by adding 16 new positions at the California Department of Food and Agriculture.

Finally, the Governor's Budget proposal includes \$3 million onetime to support the School Breakfast and Summer Meal Start-Up and Expansion Grant Program. Both of these programs are complementary to the provision of universal school meals and the Farm to School Program investments.

Transportation

As part of his robust environmental goals for the state, Governor Newsom is proposing \$1.5 billion onetime (available over three years) to support school transportation programs, with an emphasis on making school bus fleets greener. This investment would provide grants (of at least \$500,000) to LEAs for the acquisition of electric school buses, construction of bus charging stations, and support other local school bus transportation needs. The investment would prioritize LEAs with a high concentration of unduplicated pupils as well as small and rural LEAs.

Educator Workforce

The Governor's Budget proposal includes \$54.4 million in onetime Proposition 98 and General Funds to deliver relief to the pervasive staffing shortages in the educator workforce. The investments build upon what was provided in the 2021 State Budget and include \$36 million to waive certain teacher examination and credential fees and \$10 million for competitive grant programs for development of teacher preparation programs. An additional \$7.5 million is committed to supporting educator career pathways by establishing prospective candidate career counseling and providing hiring and recruitment resources.

COVID-19 Pandemic

Governor Newsom proposes \$2.7 billion to continue the state's fight against the COVID-19 pandemic. His proposals focus on continued economic growth, keeping schools open, and supporting medical surge efforts. The proposal calls for the Legislature to take early action to allocate \$1.4 billion of the \$2.7 billion to increase vaccination rates and expand testing through June 30, 2022, and \$1.3 billion through June 30, 2023, to support continued distribution and administration of vaccines and boosters, statewide testing, and support of hospitals to address medical surges.

The Governor also calls for early action to ensure the safety of our state's workforce by modifying the previous COVID-19 Supplemental Paid Sick Leave (SPSL) provided for under Senate Bill 95 (Chapter 13/2021), which expired on September 30, 2021. Recall that SPSL provided employees with up to 80 hours of COVID-19-related paid sick leave for themselves or a family member subject to quarantine or isolation, to attend a vaccine appointment, or if they were unable to work or telework due to vaccine-related symptoms. Beyond the call to action, the Governor's Budget Summary provides no additional information related to paid COVID-19 leave nor did the Governor say more about this proposal during his press conference.

Retirement Systems

Governor Newsom does not propose additional funding for the California State Teachers' Retirement System (CalSTRS) or the California Public Employees' Retirement System (CalPERS) employer contribution rate relief for LEAs. Based on current assumptions, CalSTRS employer contributions would increase from 16.92% to 19.10% in 2022–23, while CalPERS employer contributes rates would increase from 22.91% to 26.10%.

Closing

Educators are working diligently to meet the learning and nonacademic needs of their students and their families. We at School Services of California Inc. continue to be in awe of that monumental task. In 2022–23, we hope that the Governor and Legislature will provide the resources needed to best support educators throughout California. The Governor's Budget proposal is a starting point in that conversation, which will last the next several months.

We look forward to diving deep into the Governor's education budget with all of you and helping our local educational leaders and partners operationalize all of what this means for public agencies, staff, students, and local communities.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Equitable Distribution of Qualified and Experienced Teacher Assignments Among Schools

Meeting Date: January 13, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to receive a report on the equitable distribution of qualified and experienced teachers with Eureka City Schools.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Board Policy 4113 Assignment—Certificated requires an accounting of teacher assignments to ensure that highly qualified and experienced teachers are equitably distributed among District schools. This reporting includes the number of teachers serving under limited credentials and permits.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

A report on teachers for the 2020-2021 school year was delivered in February 2021.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

N/A

WHO *(list the name of the contact person(s), job title, and site location)*

Renae M. Will

Director Personnel Services and Public Affairs

ATTACHMENTS:

Description

- Equitable Distribution of Qualified and Experienced Teacher Assignments

Eureka City Schools

2021-2022 Distribution of Qualified and Experienced Teachers

School	Number of Teachers	Permanent	Probationary*	Temporary	Avg Yrs of Service**	Avg Yrs Svc 2020-2021	Avg Yrs Svc 2019-20
Alice Birney	22	11	6	5	9	11	6
Grant	16	14	0	2	11	12	10
Lafayette	16	10	3	3	11	10	10
Washington	25	14	5	6	10	10	13
Winship	21	12	7	2	9	9	10
Zane	26	19	6	1	8	8	9
Eureka High School	64	53	10	1	14	14	15
Lincoln (Zoe/CIS/H&H)	11	9	2	0	13	12	15
Winzler	4	2	2	0	8	10	9
DISTRICT	205	144	41	20	11.1	11.4	11.5

*Probationary with ECS. Some teachers have prior teaching experience.

**Years of service are approximate (based on teacher salaries).

2 Emergency CLAD/EL Authorizations

1 Variable Term Waiver

1 General Education Limited Assignment Permit

1 Local Assignment Option

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Policy Updates from CSBA - September 2021 (First Review)

Meeting Date: January 13, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to discuss the policy updates from CSBA - September 2021.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

From time to time, relatively minor changes occur that affect the text of CSBA sample board policies, administrative regulations, and board bylaws but do not warrant reissuing the entire sample because the changes are limited. It is recommended that districts review the revisions and incorporate them in district materials as appropriate. Although the revisions are minor, the district should still use its normal adoption process to adopt the board policies, administrative regulations, and/or board bylaws affected by these revisions. The following Board Policies, Administrative Regulations and Board Bylaws have various changes due to changes in laws, new laws, court decisions, and clarification.

STRATEGIC PLAN/PRIORITY AREA:

Governance and Policy updating is not reflected in the Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is the first reading of these policies.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no revenue or expense related to this agenda item.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D., Superintendent

ATTACHMENTS:

Description

▯ Sept CSBA Policy Index & Policies



CSBA September 2021 Policies District Deletions/Revisions

Recommendations for Board Policy Revisions

1st Review: Board Meeting on January 13, 2022

September ECS DRAFT - Policy Updates

Type:	Number:	Title:	Recommended Action	Clarification	Comments	Page
BP	0470	COVID-19 Mitigation Plan	Adopt CSBA Recommendation (with revisions)	<p>Policy updated to add new note to reflect that districts are obligated to comply with COVID-19 mitigation requirements from multiple jurisdictional authorities including the California Department of Public Health (CDPH), the California Division of Occupational Safety and Health (Cal/OSHA), and local health authorities, to reflect guidance from CDPH and Cal/OSHA's COVID-19 prevention program, and reflect requirements for districts to create and post COVID-19 safety plans. Policy updated to direct the Superintendent and/or designee to establish and maintain a COVID-19 safety plan that complies with public health guidance of CDPH, the requirements of Cal/OSHA, any orders of state or local health authorities, and any other applicable law and/or health order(s) and to omit specific details regarding COVID-19 mitigation practices due to the evolving nature of public health guidance. Policy updated to reflect NEW LAW (AB 86, 2021) and NEW LAW (AB 130, 2021) requiring the reporting of specified COVID-19 cases to CDPH and requiring the reporting of other information to the California Collaborative for Educational Excellence (CCEE). Policy updated to reflect NEW LAW (AB 86, 2021) and NEW LAW (AB 130, 2021) requiring districts that receive Extended Learning Opportunities (ELO) grant funding to implement a learning recovery program that provides supplemental instruction, support for social-emotional well-being, and to the maximum extent permissible as specified in U.S. Department of Agriculture guidelines, meals and snacks, to eligible students. Policy also updated to include promising practices for reengaging chronically absent students and to direct the Superintendent or designee to ensure the continuity of instruction for students who may be under a quarantine order to stay home by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.</p>	No Current	CSBA: 1-11 ECS: n/a

September ECS DRAFT - Policy Updates

BP	3516.5	Emergency Schedules	Use CSBA Recommendation	Policy updated to reflect NEW LAW (AB 130, 2021) requiring districts applying to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure after September 1, 2021 to certify in an affidavit that the district has a plan for offering independent study within 10 days of school closure to impacted students. Policy also updated to reflect requirement that the plan for independent study address the establishment, within a reasonable time, of independent study master agreements and require the reopening in person once allowable under direction from the city or county health officer.	<p>Pg a ¶ 2 New Language re; Apportionment Credit and Affidavit</p> <p>Pg a ¶ 3 New Language re: Offering independent study 9/1/2021</p> <p>Pg b ¶ 1 New Language re: School bus schedules</p>	CSBA: 12-14 ECS: 15-16
BP	4131	Staff Development	Use CSBA Recommendation	Policy updated to incorporate concepts of student well-being and social-emotional development and learning as it relates to professional development, to clarify that the development of the staff development program includes creating, reviewing and amending the program, to reflect the State Board of Education's <u>California Digital Learning Integration and Standards Guidance</u> regarding staff development in the use of technologies, to reference NEW LAW (AB 130, 2021) regarding requirements for districts offering technology-based instruction pursuant to an independent study program, and to expand the list of characteristics that are included in diverse student populations as related to staff development in meeting the needs of such students. Policy also updated to enhance staff development regarding school climate to include acceptance, civility, and positive behavioral interventions and supports, and staff development regarding student's mental and physical health to include social-emotional learning and trauma-informed practices.	<p>Pg a ¶ 1 New Language re: Social-emotional development and learning</p> <p>Pg b #3 New Language re: Remote/Hybrid/Face-to-Face Instruction</p> <p>Pg b-c #4 See note above re: Every 2 year training cycle</p> <p>Pb d #10 New Language re; Social-emotional learning</p>	CSBA: 17-23 ECS: 24-33

September ECS DRAFT - Policy Updates

BP	6120	Response to Instruction and Intervention	Do Not Adopt CSBA Recommendation	Policy updated to emphasize the importance of learning and behavioral outcomes and progress monitoring as it relates to response to instruction and intervention (RtI ²), reference multi-tiered system of supports (MTSS) and the integration of RtI ² into such frameworks, expand the list of individuals that may be included in designing the district's RtI ² system, add the examination of student social-emotional well-being as one of the bases for design, provide more detail regarding strategies and interventions including ten core components of the RtI ² model identified by the California Department of Education, and that RtI ² may be utilized as one component when considering the referral of a student for evaluation for special education or other services.	No Current Optional Removed from Clean Copy	CSBA: 34-37 ECS: n/a
BP	6146.1	High School Graduation Requirements	Use CSBA Recommendation	Policy updated to clarify requirements for mathematics coursework, reflect NEW LAW (AB 104, 2021) which requires districts to exempt a student from district graduation requirements if the student was in the third or fourth year of high school during the 2020–21 school year and is not on track to graduate in four years, and to provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021–22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework.	Pg a #1 Changed Language re: English 4 courses Pg b ¶ 1 Deleted Language re: Three or more math courses required Pg c #7 Added Language re: Freshman Seminar Pg e ¶ 3 New Language re: 2020-2021 3 rd or 4 th year HS student Pg e-f New Section "Additional Opportunities to Complete Required Coursework"	CSBA: 38-45 ECS: 46-48

September ECS DRAFT - Policy Updates

AR	6146.1	High School Graduation Requirements	Use CSBA Recommendation	Regulation updated to include material regarding the provision of information about graduation requirements and credit recovery opportunities to students, parents/guardians, and the public, and to reflect requirements regarding the provision of notice to eligible students about the availability of exemptions from local graduation requirements when applicable.	Optional Pg a ¶ 1 New Language re: Notifications on exemptions Pg a ¶ 2 New Language re: Notification of exemptions to Foster/homeless/military/juvenile/migrant/newly arrived migrant	CSBA: 49-50 ECS: 51
BP	6164.4	Identification and Evaluation of Individuals for Special Education	Use CSBA Recommendation	Policy updated to reference the U.S. Department of Education's (USDOE) <u>Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act</u> which reaffirms the obligation to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including the requirement to meet child find obligations, and encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic.	Pg b ¶ 1 New Language re: Child Find	CSBA: 52-55 ECS: 56
AR	6164.4	Identification and Evaluation of Individuals for Special Education	Use CSBA Recommendation	Regulation updated to reference USDOE's <u>Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act</u> which recommends that districts undertake new child find activities in light of the educational disruptions caused by the COVID-19 pandemic and emphasizes that students who are experiencing long-term COVID effects be referred for special education evaluation if their symptoms are adversely impacting their ability to participate and learn in the general curriculum. Regulation also updated to provide that the child find process includes the collection and screening of data to determine if students are making adequate progress, to include the district's obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies, clarify	Pg a ¶ 1 New Language re: Child Find process Pg a ¶ 3 New Language re: Not delayed or denied Pg b ¶ 1-2 New Language re: Parent to initiate and request in writing	CSBA: 57-69 ECS: 70-75

September ECS DRAFT - Policy Updates

				<p>material regarding referrals for initial evaluations, evaluation plans and informed parent/guardian consent, reflect the timeline for the determination of whether the student is eligible for special education and the educational needs of the student and when an Individualized Education Program (IEP) meeting and the development of an IEP occurs, clarify the qualifications of personnel who administer evaluations and reevaluations, add that the normal process of second-language acquisition as well as manifestations of dialect and social linguistic variance not be diagnosed as a disabling condition, and clarify material regarding Independent Educational Evaluations. Regulation also updated to reference <u>M.M. v. Lafayette School District</u>, a Ninth Circuit Court of Appeals decision which held that the district violated IDEA when it failed to provide parents with their child's response to instruction (RTI) data when seeking informed consent for an initial evaluation.</p>	<p>Pg c ¶ 1-2 New Language re: Evaluation Plan and attachments</p> <p>Pg f #4 New Language re: District not required to amend records</p> <p>Pg f ¶ 4 New Language re: Ward of State the district must try to get consent from parent or guardian</p> <p>Pg g ¶ 2-3 New Timeline re: Evaluation process</p> <p>Pg g ¶ 5 New Language re: Personnel conducting the evaluation</p> <p>Pg h #2 New Language re: Native Language</p> <p>Pg h #4 New Language re: Administered by school psychologist</p>	
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September ECS DRAFT - Policy Updates

					<p>Pg i #7 New Language re: Factors the test purports to measure</p> <p>Pg i ¶ 1 New Language re: Low vision</p> <p>Pg k ¶ 3 New Language re: Sociolinguistic variants</p>	
BP	6164.41	Children with Disabilities Enrolled by their Parents in Private School	Adopt CSBA Recommendation	Policy updated to reorganize and clarify material.	No Current	CSBA: 76-78 ECS: n.a
AR	6164.41	Children with Disabilities Enrolled by their Parents in Private School	Adopt CSBA Recommendation	Regulation updated to reference USDOE's <u>Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act</u> which recommends best practices for keeping parents/guardians, teachers, and private school officials informed of the child find process, enhance the section regarding consultation with private school representatives, and reference USDOE's <u>Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private School</u> which emphasizes that districts may not require a private school to implement a RTI process before evaluating parentally-placed private school children. Regulation also updated to add that evaluation of all identified parentally-placed private school children with disabilities be conducted as specified in BP/AR - Identification and Evaluation of Individuals for Special Education including obtaining parent/guardian consent, that the district is required to make a free appropriate public education available to a child residing in the district who is eligible for an IEP, and to clarify material regarding the qualification requirements of private elementary and secondary school teachers providing equitable services to parentally-placed private school children.	No Current	CSBA: 79-83 ECS: n/a

September ECS DRAFT - Policy Updates

BP	6164.5	Student Success Teams	Adopt CSBA Recommendation	Policy updated to reference that the student success team (SST) process is not required by law and that the policy reflects best practices, clarify those who are encouraged to collaborate in SSTs, include social and emotional difficulties when evaluating the strengths and needs of students and establishing interventions, emphasize the importance of each student maximizing their potential, specify who may refer students to SSTs, add types of materials appropriate for collection, analysis and review by the SST, provide for the development of a plan to support the student and adjustments to such plan, reflect that the SST process shall not delay or deny a referral for evaluation for eligibility for special education, reference MTSS and the integration of SSTs with such supports, and add staff development which may be provided to strengthen the effectiveness of SSTs.	No Current Optional	CSBA: 84-87 ECS: n/a
AR	6164.5	Student Success Teams	Adopt CSBA Recommendation	Regulation updated to reference that the SST process is not required by law and that the regulation reflects best practices, emphasize the importance of school counselors in the SST membership, provide that the makeup of each individual SST is at the district's discretion, reference the ability of districts to appoint a districtwide or schoolwide SST coordinator, identify teachers specifically as school staff with whom consultation may occur, add types of materials appropriate for collection to inform SST members, and add the development of a plan, and adjustments to the plan and related interventions, as one of the SST responsibilities.	No Current Optional	CSBA: 88-90 ECS: n/a

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0470(a)

COVID-19 MITIGATION PLAN

Note: The following policy is intended for use during the coronavirus (COVID-19) pandemic and supersedes conflicting provisions in other district policies and administrative regulations, thereby eliminating the need to temporarily revise multiple policies. When the Governing Board determines, consistent with state and local orders from health officials, that the need for this policy no longer exists, the following policy should be removed from the district's policy manual.

Due to the unexpected nature of the pandemic, the evolving circumstances, and rapidly changing health and safety guidance regarding COVID-19, this policy has been revised to refer directly to the state resources that serve as both mandatory and recommended guidance to districts during the pandemic. Districts are encouraged to consult with local health officials, staff, students, parents/guardians, neighboring school districts, and the county office of education in comprehensive planning for safe operations.

This policy is not intended to serve as or supersede the District's COVID-19 Prevention Program ("CPP") required by the California Division of Occupational Safety and Health (Cal/OSHA), as described below, or the District's Injury and Illness Prevention Program ("IIPP"). Rather, this policy should supplement and support the IIPP. See BP/AR 4157/4257/4357 - Employee Safety.

This policy involves a number of working conditions that are often addressed in collective bargaining agreements and, as such, may be subject to negotiations with employee organizations.

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal or state law and/or order or local order may conflict with this policy, the law or order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 5141.22 - Infectious Diseases)

(cf. 9310 - Board Policies)

To limit the impact of the pandemic on the education of district students, the district shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 MITIGATION PLAN (continued)

COVID-19 Safety Plan

Note: Pursuant to Health and Safety Code 120130, the State Public Health Officer has the authority to create mandates for K-12 schools to prevent the spread of a communicable disease. In addition, the California Department of Public Health (CDPH) may adopt and enforce regulations requiring strict or modified isolation or quarantine if necessary for the protection of the public health. Local health officials have similar authority pursuant to Health and Safety Code 120175-120255 to issue orders they deem necessary to control the spread of a communicable disease, subject to the control and regulation of CDPH. Districts are therefore obligated to comply with COVID-19 mitigation requirements from multiple jurisdictional authorities including: (1) the California Department of Public Health (CDPH); (2) Cal/OSHA; and (3) local health authorities.

CDPH's COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year (updated September 1, 2021) provides updated public health guidance applicable to California schools. The CDPH guidance provides that all students must have access to safe and full in-person instruction and to as much instructional time as possible. The guidance includes both mandatory and recommended practices on a range of topics, including: masking; physical distancing; ventilation; protocols for staying home when sick and getting tested; screening testing; case reporting, contact tracing and investigation; quarantining; isolating when sick with COVID-19; hand hygiene; cleaning; vaccination verification; COVID-19 safety planning transparency; school-based extracurricular activities; supporting students with disabilities or other health care needs; and visitors.

On June 11, 2021, the State Public Health Officer issued an order that requires all individuals to follow the CDPH face mask guidance and any amended guidance for K-12 schools. This order went into effect on June 15, 2021 and does not have an expiration date. In a letter dated August 23, 2021, CDPH emphasized that universal masking indoors is mandatory, that districts have no discretion to opt out or not enforce the mandate, and that districts that do not enforce the mandate will be at significant liability risk.

In addition, on August 11, 2021, the State Public Health Officer issued an order that requires workers and volunteers in school settings serving students in transitional kindergarten through grade 12 to either provide proof of vaccination, as specified by CDPH, or submit to regular testing for COVID-19. Schools are also required to have a plan in place by October 15, 2021 for tracking verified worker vaccination status and records must be made available, upon request, to the local health authority for the purposes of case investigation.

Pursuant to 8 CCR 3205, districts must have a Cal/OSHA COVID-19 prevention program that contains the following elements: (1) a system for communicating with and providing notice to employees; (2) identification and evaluation of COVID-19 hazards; (3) investigation and response to COVID-19 cases; (4) procedures for correcting COVID-19 hazards; (5) training and instruction to employees; (6) face coverings; (7) other engineering controls, administrative controls, and personal protective equipment (PPE); (8) reporting, recordkeeping, and access to the written COVID-19 prevention program; (9) exclusion of COVID-19 cases; and (10) return-to-work criteria.

Pursuant to state and federal law, districts are required to create and post COVID-19 safety plans. Specifically, pursuant to Education Code 32091, districts are required to post a completed COVID-19 safety plan that complies with the health guidance of CDPH and Cal/OSHA on the district's web site home page. In addition, districts receiving Elementary and Secondary School Emergency Relief funds are required to adopt and post a Safe Return to In-Person Instruction and Continuity of Services Plan and review it at least every six months for possible revisions, describing how the district will maintain the health and safety of

COVID-19 MITIGATION PLAN (continued)

students, educators and other staff, including the extent to which it has adopted policies, and a description of such policies, on each of the safety recommendations provided by the Centers for Disease Control and Prevention (CDC). A template plan for this purpose is available on the California Department of Education's web site.

Due to the evolving nature of the pandemic, health and safety guidance is subject to change. Districts are strongly encouraged to refer directly to public health orders and guidance and work closely with public health authorities to ensure that COVID-19 mitigation measures stay current.

The Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

Note: The following list is **optional** and may be revised to reflect district practice. CDPH recommends that districts consider certain factors when making decisions regarding COVID-19 mitigation strategies, reflected in Items #1-3 below.

~~To promote transparency and facilitate decision-making regarding COVID-19 mitigation strategies, the Superintendent or designee shall report to the Board on a regular basis regarding the following:~~

- ~~1. — Level of community transmission of COVID-19~~
- ~~2. — COVID-19 vaccination coverage in the community and among students and staff~~
- ~~3. — Any local COVID-19 outbreaks or increasing trends~~
- ~~4. — Changes to local, state, and/or federal public health guidance, orders, and laws~~
- ~~5. — Any revisions to the district's COVID-19 safety plan~~

Reporting to the Public Health Department

Note: The following section reflects reporting obligations pursuant to Education Code 32090-32091, as added by AB 86 (Ch. 10, Statutes of 2021) and amended by AB 130 (Ch. 44, Statutes of 2021).

COVID-19 MITIGATION PLAN (continued)

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case. The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known: (Education Code 32090)

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)
3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education Code 32090, the Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

Note: Pursuant to Education Code 32091, as amended by AB 130, districts are required to notify the California Collaborative for Educational Excellence (CCEE) of specified information in a form and adhering to the procedures to be determined by the CCEE.

On or before the second and fourth Monday of each month, the Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance with the form and procedures determined by CCEE.

Stakeholder Engagement and Community Relations

The district shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the Superintendent or designee.

The Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

COVID-19 MITIGATION PLAN (continued)

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding community transmission levels, district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

Learning Recovery and Social-Emotional Support

Note: Pursuant to Education Code 43520-43525, as added by AB 86 and amended by AB 130, starting in the 2020-21 school year and continuing into the 2022-23 school year, districts are required to provide academic interventions and student supports to address barriers to learning and accelerate progress to closing learning gaps.

The U.S. Department of Education's Office of Special Education Programs (OSEP) has emphasized that districts are required to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including but not limited to the requirement to meet child find obligations. In Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, OSEP encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic. See BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education for "child find" procedures.

The following paragraph is **optional** and may be revised to reflect district practice.

The Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments
2. Review of available data from assessments within the California Assessment of Student Performance and Progress

COVID-19 MITIGATION PLAN (continued)

3. Review of attendance data from the 2020-2021 school year
4. Review of prior year grades
5. Discussion of student needs and strengths with parents/guardians and former teachers

(cf. 3553 - Free and Reduced Price Meals)
(cf. 5141.5 - Mental Health)
(cf. 5141.52 - Suicide Prevention)
(cf. 5147 - Dropout Prevention)
(cf. 6120 - Response to Instruction and Intervention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6159 - Individualized Education Program)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)
(cf. 6184 - Continuation Education)

Note: Pursuant to Education Code 43522, as amended by AB 130, districts that receive Extended Learning Opportunities (ELO) grant funding are required to implement a learning recovery program that provides supplemental instruction, support for social-emotional well-being, and to the maximum extent permissible as specified in U.S. Department of Agriculture guidelines, meals and snacks, to students who are eligible for free or reduced-price meals, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

The Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The district shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs

COVID-19 MITIGATION PLAN (continued)

2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
3. Learning recovery programs and materials designed to accelerate student academic proficiency, English language proficiency, or both
4. Integrated student supports to address other barriers to learning, such as:
 - a. The provision of health, counseling, or mental health services
 - b. Access to school meal programs
 - c. Access to before and after school programs
 - d. Programs to address student trauma and social-emotional learning
 - e. Referrals for support for family or student needs
5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

Note: Pursuant to Education Code 51225, as added by AB 104 (Ch. 41, Statutes of 2021), the district is required to provide a student who was enrolled in the student's third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation pursuant to Education Code 51225.3, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. See BP 6146.1 - High School Graduation Requirements.

6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning
8. Other interventions identified by the Superintendent or designee

(cf. 6164.2 - Guidance/Counseling Services)

Note: Pursuant to Education Code 43522, as added by AB 86 and amended by AB 130, funding from ELO grants may be expended for educating school staff regarding strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health and academic needs as well as for accelerated learning and effectively addressing learning gaps.

COVID-19 MITIGATION PLAN (continued)

To ensure schoolwide implementation of the district's tiered framework of supports, the Superintendent or designee shall plan staff development that includes: (Education Code 43522)

1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students
2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

Note: The U.S. Department of Education (USDOE) recommends that nonpunitive measures be used to reengage students who became chronically absent during the pandemic. See USDOE's ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs (August 2021).

The Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

1. Personal outreach to families, including by staff who are known to families
2. Door-to-door campaigns
3. The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies
4. Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)

COVID-19 MITIGATION PLAN (continued)

Note: Pursuant to Education Code 51745, as amended by AB 130, for the 2021-22 school year all districts are required to offer independent study to meet the educational needs of students. See BP 6158 - Independent Study and 3516.5 - Emergency Schedules.

The Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff except as allowed by law. (Education Code 49450)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on their medical condition or COVID status, exposure, or high-risk status.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

Legal Reference: (see next page)

COVID-19 MITIGATION PLAN (continued)*Legal Reference:*EDUCATION CODE

32090-32095 *COVID-19 reporting and public health requirements*
 43520-43525 *In-person instruction and expanded learning opportunities grants*
 44978 *Sick leave for certificated employees*
 45191 *Leave of absence for illness and injury, classified employees*
 48205 *Excused absences*
 48213 *Prior parent notification of exclusion; exemption*
 48240 *Supervisors of attendance*
 49451 *Exemption from physical exam; exclusion from attendance*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*
 54950-54963 *The Brown Act*
 12945.1-12945.2 *California Family Rights Act*

HEALTH AND SAFETY CODE

120175-120255 *Functions and duties of local health officers*
 120230 *Exclusion from attendance*
 120275 *Violations of quarantine order*
 131080 *Advice to and control of local health authorities*

CODE OF REGULATIONS, TITLE 2

11087-11098 *California Family Rights Act*

CODE OF REGULATIONS, TITLE 5

202 *Exclusion from attendance*
 306 *Explanation of absence*
 420-421 *Record of verification of absence due to illness and other causes*

CODE OF REGULATIONS, TITLE 8

3205 *COVID-19 prevention*

*Management Resources:*CSBA PUBLICATIONS

Sample School Board Resolution on Grading During Emergency School Closures
The Resource Guide: Turning Crisis into Opportunity, Delegate Assembly Report, May 2021
Understanding and Addressing Disruptions to Learning During the COVID-19 Pandemic, May 2021
CALIFORNIA COLLABORATION FOR EDUCATIONAL EXCELLENCE PUBLICATIONS
Statewide Instructional Mode Survey Frequently Asked Questions (FAQs), September 14, 2021
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Return to In-Person Instruction and Continuity of Services Plan Template
CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS
COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year, September 1, 2021
Requirement for Universal Masking Indoors at K-12 Schools, August 23, 2021
State Public Health Officer Order of August 11, 2021
State Public Health Officer Order of June 11, 2021

Management Resources: (see next page)

COVID-19 MITIGATION PLAN (continued)*Management Resources continued:*CALIFORNIA DIVISION OF OCCUPATIONAL SAFETY AND HEALTH PUBLICATIONSCOVID-19 Prevention Emergency Temporary Standards - Fact Sheets, Model Written Program and Other ResourcesCALIFORNIANS TOGETHER PUBLICATIONSTeaching and Learning During Uncertain Times: A Review of Learning Continuity PlansCENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONSGuidance for COVID-19 Prevention in K-12 Schools, August 5, 2021INSTITUTE OF EDUCATION SCIENCES PUBLICATIONSAddressing Trauma in Educational Settings, Module 1: Impacts and Symptoms of Trauma and Relevant Strategies to Support Students, Webinar, November 2020NATIONAL CENTER FOR LEARNING DISABILITIES PUBLICATIONSPromising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and BeyondNATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION PUBLICATIONSCoronavirus Communications Crisis for Public Schools guideOFFICE OF MANAGEMENT AND BUDGET PUBLICATIONSAdministrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being, February 2021U.S. DEPARTMENT OF EDUCATION PUBLICATIONSConfronting COVID-19-Related Harassment in Schools, August 2021ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, August 2021ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs, August 2021Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021WEB SITESCSBA: <http://www.csba.org>California Collaborative for Educational Excellence: <https://ccee-ca.org>California Department of Education: <http://www.cde.ca.gov>California Department of Public Health: <https://www.cdph.ca.gov>Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov>California Division of Occupational Safety and Health: <https://www.dir.ca.gov/dosh>California Interscholastic Federation: <https://cifstate.org/covid-19/index>Office of the Governor: <https://www.gov.ca.gov>Office of Management and Budget: <https://www.whitehouse.gov/omb>State of California Safe Schools for All Hub: <https://schools.covid19.ca.gov>U.S. Department of Labor: <https://www.dol.gov>World Health Organization: <https://www.who.int>

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Policy Reference UPDATE Service

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CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3516.5(a)

EMERGENCY SCHEDULES

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)
(cf. 6112 - School Day)

Note: Pursuant to Education Code 41422 and 46392, a district may apply to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure and material decreases in attendance due to emergency events such as a fire, flood, impassable roads, epidemic, earthquake, imminence of a major safety hazard, strike involving transportation services to students provided by a nonschool entity, or other "extraordinary condition" so that it may receive full average daily attendance apportionment.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

(cf. 3580 - District Records)
(cf. 6111 - School Calendar)

Note: Education Code 46393, as added by AB 130 (Ch. 44, Statutes of 2021), requires districts submitting affidavits regarding emergency events occurring after September 1, 2021 to certify that the district has a plan for offering independent study to impacted students.

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

EMERGENCY SCHEDULES (continued)

(cf. 6158 - Independent Study)

Note: Vehicle Code 34501.6 mandates the Governing Board of any district that provides student transportation to adopt procedures that limit the home-to-school operation of school buses when atmospheric conditions reduce visibility to 200 feet or less; see AR 3543 - Transportation Safety and Emergencies for language implementing this mandate. The following **optional** paragraph may be revised to reflect district practice.

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 3542 - School Bus Drivers)

(cf. 3543 - Transportation Safety and Emergencies)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.

Legal Reference: (see next page)

EMERGENCY SCHEDULES (continued)

Legal Reference:

EDUCATION CODE

41420 Required length of school term

41422 Schools not maintained for 175 days

46010 Total days of attendance

46100-46208 Attendance; maximum credit; minimum day

46390 Calculation of ADA in emergency

46391 Lost or destroyed ADA records

46392 Decreased attendance in emergency situation

46393 Certification of plan for independent study

VEHICLE CODE

34501.6 School buses; reduced visibility

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

90-01 Average Daily Attendance Credit During Periods of Emergency, February 10, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Frequently Asked Questions - Form J-13A

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

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Policy 3516.5: Emergency Schedules

Status: ADOPTED

Original Adopted Date: 10/05/2005

In order to provide for the safety of students and staff, the Board of Education authorizes the Superintendent or designee to close a school site, to change the regular school day schedule, or to take any necessary action when adverse weather conditions or other emergencies warrant.

A temporary school closure may be considered under the following circumstances:

1. A natural disaster or emergency
2. Extreme weather
3. Man-made or health risk to students and staff
4. Loss of water, sewer, or utilities

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5142 - Safety)

(cf. 6112 - School Day)

The Superintendent or designee shall establish a system for informing students and parents/guardians and the community when school buses are not operating or when the school day schedule is changed or the school is closed.

(cf. 3542 - School Bus Drivers)

(cf. 3543 - Transportation Safety and Emergencies)

In the event that students arrive at school when the school day schedule changes or the schedule changes after school has begun, the Superintendent or designee shall ensure that supervision is provided in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee may provide a means to compensate for lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

(cf. 6111 - School Calendar)

Regulation 3516.5: Emergency Schedules

Status: ADOPTED

Original Adopted Date: 10/05/2005

Should the Superintendent or designee decide in favor of a closure or delay in opening of an individual school or schools, the site administrator/s shall be immediately notified, as shall the local media. Signs shall be placed at the entrance to each closed site alerting students and their parents/guardians to the school closure. Site administrators shall ensure that appropriate staff is available at the school site to provide for the welfare of students that may be present.

If it is determined that cause exists to close a school or schools prior to the regular scheduled closing time, site administrators shall ensure that no students are released to return home until parents/guardians have been notified of the school closure.

Process

1. Upon notification that conditions may exist to justify the closure or delayed opening of a school site or sites, the Director of Risk Management shall consult with local officials to ascertain the anticipated time the adverse conditions may be present.
 2. The Director of Risk Management shall then apprise the Associate Superintendent or designee of the nature of the conditions and the site or sites affected.
 3. The Associate Superintendent shall then report the situation to the Superintendent.
 4. Based upon the information available at that time, the Superintendent or designee shall determine if school closures or delays should be invoked.
 5. If school delays or closer are to be initiated, the Associate Superintendent shall see that the Director of Risk Management, the Director of School and Community Relations, site administrators, and Board members are notified of the delay or closure decision.
 6. The Director of Risk Management shall be responsible for notification of Transportation and Food Service personnel.
 7. The Director of School and Community Relations will contact local media to request dissemination of information about delays or closures of schools. The Director of School and Community Relations shall continue to provide updated reports to the media for ongoing dissemination to the public.
 8. In the event of a delay or the closure of a school, all staffs are expected to make every reasonable effort to report to their place of work unless instructed otherwise by their immediate supervisor.
 9. School closures of more than one school day shall be announced via the media, telephone trees, and or messaging devices.
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CSBA Sample Board Policy

Certificated Personnel

BP 4131(a)

STAFF DEVELOPMENT

Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment; see United Faculty of Contra Costa Community College District v. Contra Costa Community College District. Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of an agreement, may be determined by PERB on a case-by-case basis.

The following paragraph has been expanded to emphasize the importance of student well-being and related professional development in the area of social-emotional development and learning. Social-emotional learning is a strategy utilized to improve school climate, which benefits all students including students at higher risk of harassment. See Items #4 and 7 below regarding diverse student populations and school climate, respectively.

The Governing Board believes that, in order to maximize student learning, achievement, and well-being, certificated staff members must be continuously learning and improving relevant skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

(cf. 6111 - School Calendar)

Note: Education Code 52060-52077 require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

Note: Items #1-11 below are **optional** and may be revised to reflect district practice.

STAFF DEVELOPMENT (continued)

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards

(cf. 6011 - Academic Standards)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.2 - World Language Instruction)
(cf. 6142.3 - Civic Education)
(cf. 6142.5 - Environmental Education)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6142.94 - History-Social Science Instruction)

2. Use of effective, subject-specific teaching methods, strategies, and skills

Note: The State Board of Education's California Digital Learning Integration and Standards Guidance, adopted pursuant to SB 98 (Ch. 24, Statutes of 2020), provides recommendations for staff development regarding technology-based learning. It encompasses curriculum and instructional guidance for mathematics, English language arts, and English language development, including a framework for addressing critical standards, formative and diagnostic assessment, recommended aggregate time for instruction and independent work by grade, and guidance on embedding social-emotional supports for students into technology-based learning curriculum. Although this guidance was written in response to COVID-19, it is intended to be used as a resource for the re-envisioning of education and digital teaching and learning.

Education Code 51745-51749.6, as amended by AB 130 (Ch. 44, Statutes of 2021), contain specified requirements for districts offering technology-based instruction pursuant to an independent study program. See BP/AR 6158 - Independent Study.

3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction

(cf. 0440 - District Technology Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 4113.5/4213.5/4313.5 - Working Remotely)
(cf. 6158 - Independent Study)
(cf. 6163.4 - Student Use of Technology)

Note: Pursuant to Education Code 218, the California Department of Education (CDE) has developed and/or updated resources, available on its web site, for use in schools serving students in grades 7-12 for in-service training for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ)

STAFF DEVELOPMENT (continued)

students, and strategies to increase support for LGBTQ students which improve overall school climate. Pursuant to Education Code 218, districts that serve students in grades 7-12 are encouraged to use such resources to provide training at least once every two years to teachers and other certificated staff.

4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55

(cf. 0410 - Nondiscrimination/Harassment)
(cf. 0415 - Equity)
(cf. 4112.22 - Staff Teaching English Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention)
(cf. 6141.5 - Advanced Placement)
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)

5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

(cf. 6178 - Career Technical Education)

6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports

(cf. 1313 - Civility)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5145.9 - Hate-Motivated Behavior)

STAFF DEVELOPMENT (continued)

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

Note: The following paragraph has been expanded to include social-emotional learning and trauma-informed practices.

The Collaborative for Academic, Social, and Emotional Learning describes social-emotional learning as, "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

Trauma-informed practices include recognizing and responding appropriately to students who have experienced trauma in order to minimize disruption to learning, academic achievement, and physical and emotional well-being.

10. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

11. Knowledge of topics related to employee health, safety, and security

(cf. 3514.1 - Hazardous Substances)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4119.12 - Title IX Sexual Harassment Complaint Procedures)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4158/4258/4358 - Employee Security)

STAFF DEVELOPMENT (continued)

Note: The following **optional** paragraph may be revised to reflect district practice. Education Code 44277 encourages districts to establish individualized professional growth programs for teachers and other educators based on a needs assessment and to evaluate such programs based on specified criteria. Districts may assist teachers with preliminary credentials to meet the qualifications required for a professional clear credential, and are required to provide support and guidance to teachers participating in internship programs (Education Code 44325-44328, 44450-44468, and 44830.3) and teachers who possess a short-term staff permit (5 CCR 80021), a provisional internship permit (5 CCR 80021.1), or an emergency permit (Education Code 44300; 5 CCR 80023-80026.6); see AR 4112.2 - Certification and AR 4112.21 - Interns.

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4131.1 - Teacher Support and Guidance)

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

(cf. 4115 - Evaluation/Supervision)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the

STAFF DEVELOPMENT (continued)

Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

(cf. 0500 - Accountability)

*Legal Reference:*EDUCATION CODE

200 Educational equity
 218 Lesbian, gay, bisexual, transgender, queer, and questioning student resources
 220 Prohibition of discrimination
 44032 Travel expense payment
 44259.5 Standards for teacher preparation
 44277 Professional growth programs for individual teachers
 44300 Emergency permits
 44325-44328 District interns
 44450-44468 University internship program
 44830.3 District interns
 45028 Salary schedule and exceptions
 48980 Notification of parents/guardians; schedule of minimum days
 51745-51749.6 Independent study
 52060-52077 Local control and accountability plan
 56240-56245 Staff development; service to persons with disabilities
 99200-99204 Subject matter projects

GOVERNMENT CODE

3543.2 Scope of representation of employee organization
 11135 Discrimination

PENAL CODE

422.55 Hate crime

CODE OF REGULATIONS, TITLE 5

13025-13044 Professional development and program improvement
 80021 Short-term staff permit
 80021.1 Provisional internship permit
 80023-80026.6 Emergency permits

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX
 6601-6692 Preparing, training, and recruiting high quality teachers and principals

UNITED STATES CODE TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964
 12101-12213 Americans with Disabilities Act

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Dec. No. 804, 14 PERC P21085

Management Resources: (see next page)

STAFF DEVELOPMENT (continued)

Management Resources:

CSBA PUBLICATIONS

Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Digital Learning Integration and Standards Guidance, June 2021

Social and Emotional Learning in California, A Guide to Resources, October 2018

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession (CSTP), 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Professional Learning: <http://www.cde.ca.gov/pd>

California Department of Education, Supporting LGBTQ+ Students:

<https://www.cde.ca.gov/pd/ee/supportlgbtq.asp>

California Subject Matter Project: <http://csmf.ucop.edu>

Collaborative for Academic, Social, and Emotional Learning: <https://casel.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Public Employment Relations Board: <https://perb.ca.gov>

(12/13 7/15) 9/21

Policy 4131: Staff Development

Status: ADOPTED

Original Adopted Date: 02/03/2016

The Board of Education believes that, in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and become informed about changes in pedagogy and subject matter.

(cf. 6111 - School Calendar)

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards

(cf. 6011 - Academic Standards)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.3 - Civic Education)

(cf. 6142.5 - Environmental Education)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

2. Use of effective, subject-specific teaching methods, strategies, and skills

3. Use of technologies to enhance instruction

(cf. 0440 - District Technology Plan)

(cf. 4040 - Employee Use of Technology)

(cf. 6163.4 - Student Use of Technology)

4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English learners, economically disadvantaged students, foster youth, gifted and talented students, and at-risk students

(cf. 4112.22 - Staff Teaching English Language Learners)

(cf. 4112.23 - Special Education Staff)

(cf. 5147 - Dropout Prevention)

(cf. 6141.5 - Advanced Placement)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning

(cf. 6178 - Career Technical Education)

6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution and hatred prevention

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

9. Ability to interpret and use data and assessment results to guide instruction

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

10. Knowledge of topics related to student health, safety, and welfare

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

11. Knowledge of topics related to employee health, safety, and security

(cf. 3514.1 - Hazardous Substances)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4119.42/4219.42/4319.42- Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4158/4258/4358 - Employee Security)

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4131.1 - Teacher Support and Guidance)

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

(cf. 4115 - Evaluation/Supervision)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

The Superintendent or designee may provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to

ensure that the staff development program supports the district's priorities for student achievement.

(cf. 0500 - Accountability)

Policy 4231: Staff Development**Status:** ADOPTED**Original Adopted Date:** 02/03/2016

The Board of Education recognizes that classified staff does essential work that supports a healthy school environment and the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

(cf. 4200 - Classified Personnel)

(cf. 4261.3 - Professional Leaves)

The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

Staff development may address general workplace skills and/or skills and knowledge specific to the duties of each classified position, including, but not limited to, the following topics: (Education Code 45391)

1. Student learning and achievement

- a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students
- b. Alignment of curriculum and instructional materials with Common Core State Standards
- c. The management and use of state and local student data to improve student learning
- d. Best practices in appropriate interventions and assistance to at-risk students

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

2. Student and campus safety

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.5 - Sex Offender Notification)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance

(cf. 0440 - District Technology Plan)

(cf. 4040 - Employee Use of Technology)

(cf. 6163.4 - Student Use of Technology)

4. School facility maintenance and operations, including best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites

(cf. 3510 - Green School Operations)

(cf. 3511- Energy and Water Management)

5. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

6. School transportation and bus safety

(cf. 3540 - Transportation)

(cf. 3541- Transportation for School-Related Trips)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 3542 - Bus Drivers)

(cf. 3543 - Transportation Safety and Emergencies)

7. Parent involvement, including ways to increase parent involvement at school sites

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

8. Food service, including food preparation to provide nutritional meals, food safety, and food management

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5030 - Student Wellness)

9. Health, counseling, and nursing services

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 5141.3 - Health Examinations)

(cf. 5141.52 - Suicide Prevention)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

10. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

(cf. 6161.3 - Toxic Art Supplies)

For classroom instructional aides or other classified staff involved in direct instruction of students, staff development activities may also include academic content of the core curriculum, teaching strategies, classroom management, or other training designed to improve student performance, conflict resolution, and relationships among students. Such professional learning opportunities shall be evaluated based on criteria specified in Education Code 44277 and BP 4131 - Staff Development.

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

(cf. 4215 - Evaluation/Supervision)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program.

(cf. 0500 - Accountability)

Policy 4331: Staff Development**Status:** ADOPTED**Original Adopted Date:** 11/13/2014

The Board of Education recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

The district's staff development program for district and school administrators may include, but is not limited to, the following topics:

1. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4113 - Assignment)

2. Effective fiscal management and accountability practices

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

3. Academic standards and standards-aligned curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

4. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation

5. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

6. The use of technology to improve student performance and district operations

(cf. 0440 - District Technology Plan)

7. Creation of safe and inclusive school environments

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5137 - Positive School Climate)

8. Parental involvement and community collaboration

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

9. Employee relations

10. Effective school and district planning processes

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4315 - Evaluation/Supervision)

The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.

(cf. 0500 - Accountability)

CSBA Sample Board Policy

Instruction

BP 6120(a)

RESPONSE TO INSTRUCTION AND INTERVENTION

Note: The following policy is **optional** and should be modified to reflect district practice.

Response to instruction and intervention (RtI²) is a strategy of organizing instruction and support resources in the general education program to help improve learning and behavioral outcomes for all students. It allows for, based on individual student needs, early identification, intensive instruction and intervention, and progress monitoring for students who are struggling academically and/or behaviorally.

Multi-Tiered System of Supports (MTSS) is described by the California Department of Education (CDE) as an integrated, comprehensive framework for districts that focuses on common core state standards, core instruction, differentiated and student-centered learning, individualized student needs, and the alignment of supports necessary for academic, behavioral, and social success. MTSS is connected to the eight state priorities in the local control and accountability plan, and encompasses inclusive academic instruction as reflected in the California state standards and frameworks, RtI², behavior instruction such as positive behavioral interventions and supports and restorative practices, and social-emotional learning. Districts that have an established MTSS may integrate the RtI² system into such framework.

The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and reduces disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance and/or are struggling behaviorally shall receive intensive instruction and intervention supports designed to meet individual learning needs, with progress monitored.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0415 - Equity)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

The Superintendent or designee shall convene a team that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support, certificated personnel, other district staff, and parents/guardians to assist in designing the district's Response to Instruction and Intervention (RtI²) system, based on an examination of indicators of district and schoolwide student achievement and social-emotional well-being.

(cf. 0500 - Accountability)

(cf. 4115 - Evaluation/Supervision)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5147 - Dropout Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

(cf. 6179 - Supplemental Instruction)

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

The district's RtI² system shall include instructional strategies and interventions with demonstrated effectiveness and be aligned with the district curriculum and assessments. The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6190 - Evaluation of the Instructional Program)

The district's RtI² system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

Note: CDE has identified ten core components of the RtI² model, reflected below in Item #s 1-10. CDE's web site contains resources for each listed component. The remainder of this policy reflects these core components and should be modified to reflect district practice.

Additionally, the districts RtI² system shall provide for:

1. High-quality classroom instruction
2. High expectations

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

3. Assessments and data collection
4. Problem-solving systems approach
5. Research-based interventions
6. Positive behavioral support
7. Fidelity of program implementation

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee shall ensure that parents/guardians are involved at all stages of the instructional, intervention, and progress monitoring process. Parents/guardians shall be kept informed of the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and the performance data that has and will be collected.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

Note: RtI2 may reduce referrals for special education, including a reduction in the disproportionate representation of certain subpopulations of students identified as needing special education. As part of the state's Quality Assurance Process, CDE will examine whether districts have a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

However, the U.S. Department of Education's Office of Special Education Programs Memorandum 11-07 states that districts have an obligation to ensure that evaluations of students suspected of having learning disabilities are not delayed or denied due to implementation of response to intervention (RTI) strategies. Additionally, in M.M. v. Lafayette School District, the Ninth Circuit Court of Appeals held that the district violated the Individuals with Disabilities Education Act procedural requirements by failing to ensure that RTI data was documented and carefully considered by the entire individualized education program team, and failing to provide the parents with the RTI data, resulting in the parents being unable to give informed consent for both the initial evaluation and the special education services, even when the district did not use the RTI data to determine eligibility. See AR 6164.4 - Identification and Evaluation of Individuals for Special Education.

10. Consideration of further evaluation utilizing RtI² data

The RtI² system may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

(cf. 6159 - Individualized Education Program)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

(cf. 6164.5 - Student Success Teams)

(cf. 6164.6 - Identification and Education Under Section 504)

Legal Reference:

EDUCATION CODE

56329 Assessment, written notice to parent

56333-56338 Eligibility for specific learning disabilities

56500-56509 Procedural safeguards

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1416 Monitoring, technical assistance, and enforcement

CODE OF FEDERAL REGULATIONS, TITLE 34

300.301-300.11 Evaluations, reevaluations, and additional procedures for identifying children with specific learning disabilities

COURT DECISIONS

M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842

Management Resources:

CSBA PUBLICATIONS

Best Practices in Special Education, Governance Brief, May 2019

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Disproportionality Calculation Methodologies

NATIONAL COUNCIL ON DISABILITY PUBLICATIONS

IDEA Series: Every Student Succeeds Act and Students with Disabilities, February 2018

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

National Center for Learning Disabilities RTI Action Network: <http://www.rtinetwork.org>

National Council on Disability: <https://ncd.gov>

U.S. Department of Education: <http://www.ed.gov>

(7/09) 9/21

Policy Reference UPDATE Service

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CSBA Sample Board Policy

Instruction

BP 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

Note: The following policy is for use by districts that maintain grades 9-12.

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

Note: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in items #1-6 below.

Pursuant to Education Code 66204, each district that maintains a high school is also required to develop a process for submitting courses to the University of California to ensure that they align with the "a-g" course requirements for college admission.

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. ~~Three~~ Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Note: Pursuant to Education Code 51225.3 and 51225.35, a district that requires more than two courses in mathematics may award up to one mathematics course credit for an approved computer science course, as defined. Any such course must have been approved by the University of California as a "category c" (mathematics) course in the university's "a-g" course admission criteria; see BP 6143 - Courses of Study.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

~~Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category e" course based on the "a-g" course requirements for college admission, which may be counted toward additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)~~

~~(cf. 6142.92 - Mathematics Instruction)~~

~~(cf. 6152.1 - Placement in Mathematics Courses)~~

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

Note: Education Code 51225.3 authorizes the Board to include a course in career technical education (CTE) as an alternative to the visual or performing arts or world language course requirement for high school graduation. If the Board chooses to do so, it must, at a regular Board meeting prior to allowing a CTE course as an alternative, notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3. In addition, the information must be included in the district's annual notification to parents/guardians pursuant to Education Code 48980; see the accompanying administrative regulation. Districts that do not allow this alternative course requirement should delete references to CTE in item #5 below.

The CTE course may be offered through different means, including a district-operated program, regional occupational center or program, or county office of education program pursuant to a joint powers agreement. See BP/AR 6178 - Career Technical Education and BP 6178.2 - Regional Occupational Center/Program for program details pertaining to CTE.

5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

(cf. 6142.2 - World Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

Note: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education or service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See BP 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. In addition, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation. See AR 6143 - Courses of Study.

Pursuant to Education Code 51230, if the district requires the completion of community service hours for high school graduation, the district may provide a student with credit towards that requirement for completion of a course in community emergency response training. However, if the district chooses to offer credit for the completion of such a course, the Board is still obligated to notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3.

7. Freshman Seminar

Beginning with the graduating class of 2020-2021, Freshman Seminar is required for all 9th grade students as a yearlong course that also meets the HIV and sexual education requirements*.

As an alternative, 9th grade students enrolled in AVID 9 will also meet the yearlong Freshman Seminar and HIV sexual education requirement. An exception consideration shall be made on a case-by-case basis based on a student meeting the following criteria:

- a. 8th grade GPA of 3.75 or higher
- b. Attendance in the "Excellent" or "Satisfactory" category in A2A
- c. Recommendation from two core subject teachers attesting to academic and organizational skills
- d. Contract signed by student and parent/guardian to complete HIV and sexual education requirement through College of the Redwoods or another accredited program prior to the end of Junior year at Eureka High School. Contract will state that failure to complete the HIV and sexual education requirement will preclude a student from receiving a diploma and participating in graduation ceremonies

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study. See BP/AR 6146.11 - Alternative Credits Toward Graduation.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions from District-Adopted Graduation Requirements

Note: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements that are in addition to the state requirements specified in Education Code 51225.3 a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district high schools any time after completing the second year of high school, or an immigrant student who is in the third or fourth year of high school and is participating in a newcomer program (i.e., a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency). This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Also see AR 6173 - Education for Homeless Children, AR 6173.1 - Education for Foster Youth, AR 6173.2 - Education of Children of Military Families, AR 6173.3 - Education for Juvenile Court School Students, and AR 6175 - Migrant Education Program.

Pursuant to Education Code 51225.1, within 30 calendar days of the transfer of a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student, or within 30 days of a student beginning participation in a newcomer program, the district is required to provide notice to the student, the person holding the right to make education decisions for the student, and the student's social worker or probation officer of the availability of the exemption and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the homeless student ceases to be homeless, or after the student no longer meets the definition of a child of a military family, a migrant student, or a student participating in a newcomer program, as applicable.

Education Code 51225.1 also provides that, if an exempted student completes the statewide coursework requirements before the end of the fourth year of high school, the district or a district school must not require or request that the student graduate before the end of the fourth year of high school.

Any complaint alleging the district's failure to comply with the requirements of Education Code 51225.1 may be filed using the district's uniform complaint procedures pursuant to 5 CCR 4600-4670. See BP/AR 1312.3 - Uniform Complaint Procedures.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)
(cf. 6175 - Migrant Education Program)

Note: Pursuant to Education Code 51225, as added by AB 104 (Ch. 41, Statutes of 2021), the district is required to exempt a student from district graduation requirements if the student was in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in four years.

If during the 2020-21 school year a student was in the third or fourth year of high school and is not on track to graduate in four years, the district shall exempt the student from any local graduation requirements adopted by the Board that are in addition to statewide course requirements specified in Education Code 51225.3. (Education Code 51225)

Additional Opportunities to Complete Required Coursework

Note: Pursuant to Education Code 51225, as added by AB 104, the district is required to provide a student who was enrolled in the student's third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation pursuant to Education Code 51225.3, as described below.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

The Superintendent or designee shall provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. (Education Code 51225)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

Note: Items #1-4 below are optional and may be revised to reflect district practice.

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

Note: Education Code 51430, as amended by AB 1350 (Ch. 66, Statutes of 2020), authorizes districts to award a retroactive diploma under the circumstances described in item #4 below.

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

Note: The following **optional** section reflects the Board's authority to confer honorary high school diplomas pursuant to Education Code 51225.5 and may be revised to reflect district practice.

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district

(cf. 6145.6 - International Exchange)

2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Legal Reference: (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school
 48200 Compulsory attendance
 48204.4 Parents/guardians departing California against their will
 48412 Certificate of proficiency
 48430 Continuation education schools and classes
 48645.5 Acceptance of coursework
 48980 Required notification at beginning of term
 49701 Interstate Compact on Educational Opportunity for Military Children
 51224 Skills and knowledge required for adult life
 51224.5 Algebra instruction
 51225 2020-21 exemption from graduation requirements
 51225.1 Exemption from district graduation requirements
 51225.2 Student in foster care defined; acceptance of coursework, credits, retaking of course
 51225.3 High school graduation
 51225.35 Mathematics course requirements; computer science
 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
 51225.5 Honorary diplomas
 51225.6 Compression-only cardiopulmonary resuscitation
 51228 Graduation requirements
 51230 Credit for community emergency response training
 51240-51246 Exemptions from requirements
 51250-51251 Assistance to military dependents
 51410-51413 Diplomas
 51420-51427 High school equivalency certificates
 51430 Retroactive high school diplomas
 51440 Retroactive high school diplomas
 51450-51455 Golden State Seal Merit Diploma
 51745 Independent study restrictions
 56390-56392 Recognition for educational achievement, special education
 66204 Certification of high school courses as meeting university admissions criteria
 67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation
 4600-4670 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
 California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>
 University of California, List of Approved a-g Courses:
<https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements>

(5/19 12/20) 9/21

Policy Reference UPDATE Service

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Policy 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 05/21/2019 | Last Revised Date: 04/29/2021

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. Freshman Seminar

Beginning with the graduating class of 2020-2021, Freshman Seminar is required for all 9th grade students as a yearlong course that also meets the HIV and sexual education requirements*. As an alternative, 9th grade students enrolled in AVID 9 will also meet the yearlong Freshman Seminar and HIV sexual education requirement.

An exception consideration shall be made on a case-by-case basis based on a student meeting the following criteria:

- a. 8th grade GPA of 3.75 or higher
- b. Attendance in the "Excellent" or "Satisfactory" category in A2A
- c. Recommendation from two core subject teachers attesting to academic and organizational skills
- d. Contract signed by student and parent/guardian to complete HIV and sexual education requirement through College of the Redwoods or another accredited program prior to the end of Junior year at Eureka High School. Contract will state that failure to complete the HIV and sexual education requirement will preclude a student from receiving a diploma and participating in graduation ceremonies

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district.
(Education Code 51225.5)

CSBA Sample

Administrative Regulation

Instruction

AR 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

Note: The following administrative regulation is **optional** and should be modified to reflect district practice.

Notifications

Note: Districts are encouraged to provide notice to students, parents/guardians, and the public regarding the exemptions from graduation requirements and credit recovery opportunities pursuant to Education Code 51225, as added by AB 104 (Ch. 41, Statutes of 2021); see the accompanying Board policy.

Requirements for graduation, specified alternative means for completing the prescribed course of study, and information about the availability of exemptions from local graduation requirements and/or credit recovery options available pursuant to Education Code 51225 shall be made available to students, parents/guardians, and the public.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, the Superintendent or designee shall notify any eligible student of the availability of the exemption from local graduation requirements under Education Code 51225.1 and whether the student qualifies for it. (Education Code 51225.1)

(cf. 6145.6 - International Exchange)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Note: The following **optional** paragraph is for use by any district that has elected to allow students to complete a career technical education course as an alternative to the visual or performing arts or foreign language course requirement for high school graduation pursuant to Education Code 51225.3; see accompanying Board policy.

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following: (Education Code 48980)

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

(cf. 5145.6 - Parental Notifications)

(cf. 6143 - Courses of Study)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

(11/07 11/11) 9/21

Policy Reference UPDATE Service

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Regulation 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 04/04/2012

Notifications

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6145.6 - International Exchange)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following: (Education Code 48980)

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California

2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

(cf. 5145.6 - Parental Notifications)

(cf. 6143 - Courses of Study)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

CSBA Sample Board Policy

Instruction

BP 6164.4(a)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Note: If the Special Education Local Plan Area (SELPA) in which the district participates maintains a policy on this topic, then the following policy and administrative regulation may be deleted and/or modified for consistency with the SELPA's procedures. Districts that delete and/or modify this policy should consult legal counsel as appropriate.

Education Code 56300 and 34 CFR 300.111 require each district, SELPA, or county office of education to actively seek out all residents from birth to age 21 who have disabilities as defined by Education Code 56026. The district, SELPA, or county office is also required to include a "child find" process to identify children with disabilities placed by their parents/guardians in private schools; see BP/AR 6164.41 - Children with Disabilities Enrolled by Their Parents in Private Schools.

Pursuant to Education Code 56320.1, identification, evaluation, assessment, and instructional planning procedures for children younger than age 3 must conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). Pursuant to Government Code 95014, the California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairments; the Department of Developmental Services and its regional centers must provide services to all other eligible children in this age group. Government Code 95014 also requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages 3-5.

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)

(cf. 6164.6 - Identification and Education Under Section 504)

Note: Education Code 56301 **mandates** that districts, SELPAs, or county offices have policies and procedures for a continuous "child find" system which addresses the relationships among identification, screening, referral, evaluation, planning, implementation, review, and triennial assessment.

The U.S. Department of Education's Office of Special Education Programs (OSEP) has emphasized that districts are required to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including the requirement to meet child find obligations. In the Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, OSEP encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic.

Pursuant to Education Code 56302.5, the term "assessment" as used in state law has the same meaning as "evaluation" provided in 20 USC 1414, the federal IDEA and accompanying federal regulations. The following policy and administrative regulation use the terms interchangeably.

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

Note: Education Code 56301 **mandates** policy ensuring the following notification. See the accompanying administrative regulation for specific notification requirements.

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.6 - Parental Notifications)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference: (see next page)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE

44265.5 Professional preparation for teachers of impaired students
 56000-56885 Special education programs, especially:
 56043 Timelines affecting special education programs
 56195.8 Adoption of policies
 56300-56305 Identification of individuals with disabilities
 56320-56330 Assessment
 56333-56338 Eligibility criteria for specific learning disabilities
 56340-56347 Instructional planning and individualized education program
 56381 Reassessment of students
 56425-56432 Early education for individuals with disabilities
 56441.11 Eligibility criteria, children ages 3-5
 56445 Transition to grade school; reassessment
 56500-56509 Procedural safeguards

GOVERNMENT CODE

95000-95029.5 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

3021-3029 Identification, referral and assessment
 3030-3031 Eligibility criteria

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974
 1400-1482 Individuals with Disabilities Education Act, especially:
 1412 State eligibility
 1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement
 104.36 Procedural safeguards
 300.1-300.818 Individuals with Disabilities Education Act, especially:
 300.301-300.306 Evaluations and reevaluations
 300.323 When IEPs must be in effect
 300.502 Independent educational evaluation

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

COURT DECISIONS

Timothy O. v. Paso Robles Unified School District (9th Cir. 2016) 822 F.3d 1105
M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842
Compton Unified School District v. Addison, (9th Cir. 2010) 598 F.3d 1181
N.B. and C.B. v. Hellgate Elementary School District (9th Cir. 2008) 541 F.3d 1202
Hood v. Encinitas Union School District (2007) 486 F.3d 1099

Management Resources: (see next page)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Practitioners' Guide for Educating English Learners with Disabilities, 2019

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osep>

(11/08 11/10) 9/21

Policy Reference UPDATE Service

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Policy 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: ADOPTED

Original Adopted Date: 12/12/2013

The Board of Education recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)

(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.6 - Parental Notifications)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

CSBA Sample Administrative Regulation

Instruction

AR 6164.4(a)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Referrals for Special Education Services

Note: Pursuant to Education Code 56303, a student should be referred for special education instruction and services only after the resources of the regular education program such as Response to Instruction and Intervention (RtI²) strategies have been considered and, where appropriate, utilized. However, the U.S. Department of Education's Office of Special Education Programs (OSEP) Memorandum 11-07 emphasizes that districts have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

In the Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, OSEP encourages districts to reexamine the efficacy of existing child find practices and initiate new activities in light of the educational disruptions caused by the COVID-19 pandemic, including through additional screenings; efforts to increase awareness about special education supports and the effects of the COVID-19 pandemic on students' academic performance and social-emotional, behavioral, and mental health needs; public awareness campaigns about developmental screenings in settings frequented by families such as health departments, physician's offices, public parks, amusement parks, shopping malls, and children's stores; social media campaigns on multiple online platforms; partnering with stakeholders such as parent-teacher organizations; and holding screening events in the community.

Additionally, OSEP emphasizes that students who are experiencing long-term COVID-19 effects must be referred for special education evaluation if their symptoms (such as fatigue, mood changes, or difficulty concentrating) are adversely impacting their ability to participate and learn in the general curriculum.

The obligation of a district to refer a student for special education evaluation is a fact-specific determination that must be made on a case-by-case basis.

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

(cf. 6120 - *Response to Instruction and Intervention*)
(cf. 6164.5 - *Student Success Teams*)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Note: Pursuant to 34 CFR 300.301, a parent/guardian or district may request an initial evaluation to determine if a student is a student with a disability. OSEP Memorandum 11-07 emphasizes that if a parent/guardian requests an evaluation, and the district agrees with the parent/guardian that the student may be eligible for special education and related services, the district must evaluate the child. If the district does not suspect that the child has a disability and denies the request for an initial evaluation, the district must provide written notice to the parent/guardian, pursuant to 34 CFR 330.503, explaining the basis for such decision.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public

Note: 34 CFR 300.29 defines "native language" as the language normally used by the individual.

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

(cf. 6159 - Individualized Education Program)

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Note: 34 CFR 300.504 requires the district to provide parents/guardians with written notice prior to conducting the initial evaluation. For contents of the prior written notice, see AR 6159.1 - Procedural Safeguards and Complaints for Special Education.

Education Code 56329 clarifies the factors to consider when making a determination of eligibility (Item #2 below) and specifies circumstances in which a parent/guardian may be entitled to an independent educational evaluation (IEE) (Items #4 and #5 below).

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.

3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by their Parents in Private School)

Parent/Guardian Consent for Evaluations

Note: Pursuant to Education Code 56321 and 34 CFR 300.300, the district must first obtain informed parent/guardian consent before conducting (1) an initial evaluation to determine if the student is a student with a disability or (2) a reevaluation to determine if the student continues to be a student with a disability. See AR 6159 - Individualized Education Program for language regarding parent/guardian consent for the provision of special education services, including the right to revoke such consent.

In M.M. v. Lafayette School District, the Ninth Circuit Court of Appeals concluded that the district had a procedural duty to provide the parents with their child's response to instruction (RTI) data when the district sought to obtain their informed consent for the initial evaluation. The district's failure to provide the parents with the RTI data as part of the initial evaluation resulted not only in a procedural violation but also a substantive violation of the Individuals with Disabilities Education Act since the failure prevented the parents from meaningfully participating in the IEP process.

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

Note: It is recommended that the district maintain a record of its attempts to obtain consent, as provided in Items #1-3 below.

The district shall maintain a record of its attempts to obtain consent, which may include:

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Note: Education Code 56321 and 34 CFR 300.300 provide that if a parent/guardian refuses to consent to an evaluation, the district may, but is not required to, utilize the due process procedures to pursue the evaluation. However, if the district declines to pursue the evaluation, the district does not violate its child find obligations under state and federal law.

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the informed consent from the parent of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

2. The rights of the parent/guardian of the student have been terminated in accordance with state law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services

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4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Note: The following section contains procedures for determining a student's eligibility for special education and related services. Education Code 56334-56338 and 34 CFR 300.307-300.311 provide additional procedures for conducting the evaluation and making the determination for eligibility of a student with specific learning disabilities.

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Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

Note: Education Code 56329 requires districts to provide notice about specific factors in making the determination of eligibility as part of the district's evaluation plan. See section above entitled "Initial Evaluation for Special Education Services."

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

Note: 34 CFR 300.502 requires the district to provide parents/guardians, upon request for an IEE, information about where an IEE may be obtained and the district's criteria for the evaluation, including the location of the evaluation, qualifications of the examiner, and timelines for obtaining the evaluation. These criteria must be the same as the criteria that the district uses for district-initiated evaluations. In addition, Education Code 56329 requires districts to provide notice about parent/guardian rights to an IEE as part of the proposed evaluation plan; see section above entitled "Initial Evaluation for Special Education Services." Districts may wish to modify the following section to include specific criteria developed by the district or special education local plan area, as appropriate.

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Note: The following paragraph is for use by districts that offer grades K-1.
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Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

(cf. 5148.3 - Preschool/Early Childhood Education)

(3/09 11/10) 9/21

Policy Reference UPDATE Service

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Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: ADOPTED

Original Adopted Date: 06/24/2009

Referrals for Special Education Services

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (34 CFR 300.301; Education Code 56320)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

(cf. 6159 - Individualized Education Program)

Prior to conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (34 CFR 300.304, 300.504; Education Code 56329)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that a student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368 of the No Child Left Behind Act, lack of appropriate instruction in mathematics, or limited English proficiency.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If a parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation of the student from qualified specialists, in accordance with 34 CFR 300.502. A parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational

evaluation. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an independent educational evaluation, but not at public expense.

If the parent/guardian obtains an independent educational evaluation at private expense, the results of the evaluation shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational evaluation of the student in the student's current educational placement and setting, if any, proposed by the district, regardless of whether the independent educational evaluation is initiated before or after the filing of a due process hearing.

6. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and the student in the proposed placement, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by their Parents in Private School)

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (34 CFR 300.300, 34 CFR 300.301; Education Code 56320, 56321)

Informed parental consent means that the parent/guardian: (34 CFR 300.9)

1. Has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. The district shall maintain a record of its attempts to obtain consent, including: (34 CFR 300.300, 300.322; Education Code 56321, 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the

mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (34 CFR 300.300; Education Code 56321)

For a student who is a ward of the state and not residing with his/her parent/guardian, the district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (20 USC 1414; 34 CFR 300.300; Education Code 56321.1)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (34 CFR 300.300; Education Code 56321)

Conduct of the Evaluation

The district shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the evaluation. (34 CFR 300.300, 34 CFR 300.301; Education Code 56344)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district, county office of education, or special education local plan area (SELPA). (Education Code 56320, 56322)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that directly assists persons in determining the student's educational needs and are: (34 CFR 300.304; Education Code 56320)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel
5. Administered in accordance with any instructions provided by the producer of the assessments

6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient

7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (34 CFR 300.304; Education Code 56320)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians; current classroom-based local or state assessments and classroom-based observations; and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (34 CFR 300.305; Education Code 56381)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student

2. The present levels of academic achievement and related developmental needs of the student

3. Whether the student needs, or continues to need, special education and related services

4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability and, if so, his/her educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services

2. The basis for making the determination

3. The relevant behavior noted during the observation of the student in an appropriate setting

4. The relationship of that behavior to the student's academic and social functioning

5. The educationally relevant health, developmental, and medical findings, if any

6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services

7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate

8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368 of the No Child Left Behind Act, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (34 CFR 300.306; Education Code 56329)

If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension. (34 CFR 300.306; Education Code 56043)

Independent Educational Evaluation

The parents/guardians of a student with a disability have the right to obtain an independent educational evaluation at public expense under the same criteria that the district uses for a district-initiated evaluation. An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by the district. Public expense means the district either pays for the full cost of the independent educational evaluation or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502; Education Code 56329)

The parent/guardian is entitled to only one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (34 CFR 300.502; Education Code 56329)

If a parent/guardian has requested an independent educational evaluation, the district may ask for a reason that he/she objects to the district's evaluation. However, the parent/guardian is not required to provide the reason to the district. (34 CFR 300.502)

Upon receiving the request for an independent educational evaluation, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an independent evaluation is provided at public expense, unless the district can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an independent evaluation but not at public expense. (34 CFR 300.502)

The results of an independent evaluation obtained by the parent/guardian, whether at public or private expense, shall be considered by the district if it meets district criteria in any decision made with respect to FAPE and may be presented as evidence at a hearing on a due process complaint. (34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (34 CFR 300.303; Education Code 56043, 56381)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children. (Education Code 56445)

Parent/Guardian Revocation of Consent for Continued Provision of Services

If at any time subsequent to the initial provision of services, the student's parent/guardian revokes consent, in writing, for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The district shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

Once the district has ceased providing special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Adopt CSBA Recommendation

CSBA Sample Board Policy

Instruction

BP 6164.41(a)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

Note: If the Special Education Local Plan Area (SELPA) in which the district participates maintains a policy on this topic, then the following policy and administrative regulation may be deleted and/or modified for consistency with the SELPA's procedures. Districts that delete and/or modify this policy should consult legal counsel as appropriate.

Pursuant to Education Code 56171 and 20 USC 1412(a)(3), districts, county offices of education, or SELPAs, as appropriate, are required to locate, identify, and evaluate all children with disabilities enrolled by their parents/guardians in private schools, including religious schools. 34 CFR 300.131 and 300.134 require the district, after a timely and meaningful consultation with private school representatives, to conduct a thorough "child find" process to determine the number of parentally-placed children with disabilities attending private schools located in the district, including those residing outside of the district or in another state. Pursuant to 34 CFR 300.131, the responsibility for "child find" is that of the district where the private school is located.

Education Code 56301 **mandates** that districts, county offices of education, or SELPAs, as appropriate, have policies and procedures to locate, identify, and evaluate all children with disabilities enrolled by their parents/guardians in private schools, including religious schools. See BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education for language regarding "child find" procedures for other district residents.

The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46593, lists examples of "child find" activities such as distributing informational brochures, providing regular public service announcements, staffing exhibits at health fairs and other community activities, and creating direct liaisons with private schools. This policy may be modified to reflect the specific child find activities that the district will undertake.

The requirements of this policy and administrative regulation do not apply to those situations in which a district has placed a student with a disability in a private school as a means of fulfilling the district's obligations to provide a free appropriate public education (FAPE) or when the parent/guardian has made a unilateral placement of the student in a private school because the provision of FAPE by the district is an issue. See BP/AR 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education.

The Governing Board recognizes its obligations under state and federal to locate, identify, evaluate, and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (Education Code 56171; 34 CFR 300.131)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Note: Pursuant to 34 CFR 300.132 and 300.133, a district must spend a "proportionate share" of federal funds on parentally-placed private school children with disabilities. See the accompanying administrative regulation. However, the law is unclear as to the district's obligation to provide services to such children if the district's proportionate share of federal funds has been expended before the end of the school year or if an identified student's needs do not fall within the types of services agreed to in the consultation process with private school representatives. Legal counsel should be consulted as appropriate.

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents/guardians in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

Legal Reference:

EDUCATION CODE

56000 *Education for individuals with exceptional needs*

56020-56035 *Definitions*

56170-56177 *Children in private schools*

56195.8 *Adoption of policies for programs and services*

56300-56385 *Identification and referral, assessment*

56500-56509 *Procedural safeguards, including due process rights*

56600-56606 *Evaluation, audits and information*

UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act*

1400-1482 *Individuals with Disabilities Education Act, especially:*

1412 *State eligibility*

UNITED STATES CODE, TITLE 29

794 *Section 504 of the Rehabilitation Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 *Assistance to states for the education of students with disabilities, especially:*

300.130-300.144 *Children with disabilities enrolled by their parents in private schools*

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

COURT DECISIONS

Agostini v. Felton (1997) 521 U.S. 203

Management Resources: (see next page)

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN
PRIVATE SCHOOL (continued)**

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools, April 2011

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/about/offices/list/osers>

(3/07) 9/21

Policy Reference UPDATE Service

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CSBA Sample

Administrative Regulation

Instruction

AR 6164.41(a)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

Definitions

Note: 34 CFR 300.131 requires the district to conduct a thorough "child find" process to determine the number of parentally-placed children with disabilities attending private schools located in the district. The requirements of this administrative regulation do not apply to those situations in which a district has placed a student with a disability in a private school as a means of fulfilling the district's obligations to provide a free appropriate public education (FAPE) or when the parent/guardian has made a unilateral placement of the student in a private school when the provision of FAPE is an issue. See BP/AR 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education.

Parentally-placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR 300.130, 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally-placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (Education Code 56301; 20 USC 1412(a)(10)(A)(iii); 34 CFR 300.134)

1. The child find process and how parentally-placed private school children suspected of having a disability can participate equitably

Note: In the Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, the U.S. Department of Education (USDOE) lists the following as examples of practices for keeping parents/guardians, teachers, and private school officials informed of the child find process: holding professional development sessions for private school teachers on Individuals with Disabilities Education Act's evaluation and reevaluation requirements; posting flyers in private school facilities to inform stakeholders of the availability of child find; and facilitating round table discussion with community members.

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

2. The manner in which parents/guardians, teachers, and private school officials will be informed of the child find process

Note: Pursuant to 34 CFR 300.132 and 300.133, a district must spend a "proportionate share" of federal funds on parentally-placed private school children with disabilities. "Proportionate share" is a calculation based on the total number of eligible students in the district that are enrolled in both public and private schools, based on the formula detailed in 34 CFR 300.133.

3. The determination of the proportionate share of federal funds available to serve parentally-placed private school children with disabilities and how this share is calculated
4. How the consultation process among district staff, private school officials, and representatives of parents of parentally-placed private school children with disabilities will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services
5. The provision of equitable special education and related services including how, when, and by whom such services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

Note: 20 USC 1412 and 34 CFR 300.136 specify that a private school official may file a complaint with the California Department of Education (CDE) if the official believes that the district did not engage in meaningful, timely consultation or did not give due consideration to the views of the private school official. The district must forward appropriate documentation to the CDE or, if necessary, to the USDOE.

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (Education Code 56172; 20 USC 1412; 34 CFR 300.135)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally-placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

Provision of Services

Note: Pursuant to 34 CFR 300.137, a parentally-placed private school child has no individual right to receive the special education services that would have been received in the public school. Rather, the public school must meet with private school officials and representatives of private school children with disabilities to decide how to spend the money on all of the identified children.

A child with a disability parentally-placed in a private school has no individual right to receive some or all of the special education and related services that would have been received if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46592, clarifies that the law (20 USC 1412 and 34 CFR 300.131) requires the district where the private school is located, not the district where the child resides, to conduct individual evaluations and subsequent reevaluations of children for purposes of determining the provision of equitable services. However, the Analysis of Comments to the federal regulations acknowledges that a district of residence could be required to evaluate a child even if it is not the district where the private school is located if the parent requests such an evaluation for purposes of having a program of FAPE made available to the child by the district of residence.

In its Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private School, USDOE has emphasized that districts may not require a private school to implement a response to intervention (RTI) process before evaluating parentally-placed private school children.

The district shall evaluate all identified parentally-placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311 and as specified in BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education, including obtaining parent/guardian consent and providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

(cf. 6159.1 - *Procedural Safeguards and Complaints for Special Education*)

(cf. 6164.4 - *Identification and Evaluation of Individuals for Special Education*)

Note: According to the Analysis of Comments, 71 Fed. Reg. 156, pg. 46593, if after an evaluation, the district where the private school is located determines that the child needs special education and related services, it would be the responsibility of the district where the child resides to make FAPE available. According to USDOE's Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools, if the parent/guardian makes clear the intention to keep the child enrolled in private school, then the district of residence need not make FAPE available to the child nor develop an individualized education program (IEP). In such a case, it is recommended that the district obtain written confirmation of that intention from the parent/guardian, as specified below.

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

If the child resides in the district and is eligible for an individualized education program (IEP), the district shall make a free appropriate public education (FAPE) available to the child. However, the district is not required to develop an IEP if the parent/guardian makes clear the intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep the child enrolled in private school, including the fact that the parent/guardian is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

Note: In the Analysis of Comments, 71 Fed. Reg. 156, pg. 46593, USDOE acknowledges there may be a situation where two different districts are evaluating the same child, although for different purposes. 34 CFR 300.622 requires parent/guardian consent for the release of information about parentally-placed private school children.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

Note: 34 CFR 300.138 requires the district to develop an individual services plan (ISP) for each identified child that describes the specific equitable services that will be provided by the district, as agreed to by the district and private school representatives during the consultation process. According to USDOE's Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools, the individual services plan (ISP) will be more limited than an IEP developed for public school children.

The district shall develop and implement for each identified child with a disability enrolled by their parents/guardians in a private school within the district's boundaries an individual services plan (ISP) that describes the equitable services that the district will provide, as determined by the district after the consultation process with private school representatives. (34 CFR 300.138)

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46592-46593 clarifies that the ISP must, to the extent appropriate, meet the IEP content, development, review, and revision requirements described in 20 USC 1414.

The ISP shall be developed, reviewed, and revised consistent with 20 USC 1414. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

(cf. 6159 - Individualized Education Program)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

Note: 34 CFR 300.142 details how federal funds may be used by the district to pay for the personnel services described below.

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the special education teacher qualification requirements specified in 34 CFR 300.156. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without remodeling or causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

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Policy Reference UPDATE Service

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CSBA Sample Board Policy

Instruction

BP 6164.5(a)

STUDENT SUCCESS TEAMS

Note: The following **optional** policy should be revised to reflect district practice. Utilization of the student success team (SST) process is not required by state or federal law. As such, this Board policy reflects best practices rather than legal requirements.

The SST is an early intervention process that brings together parents/guardians, certificated and classified staff, administrators, and/or the student, as appropriate, to identify student needs and develop an improvement plan to address those needs.

The Governing Board encourages the collaboration of parents/guardians, certificated and classified staff, administrators, and/or the student, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their potential. The Superintendent or designee shall establish student success teams (SST) as needed to address individual student needs.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall establish and maintain a process for initiating the referral of students to SSTs, which may include referral by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST shall be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5125 - Student Records)

(cf. 5141.6 - School Health Services)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6164.2 - Guidance/Counseling Services)

STUDENT SUCCESS TEAMS (continued)

Each SST shall develop a plan to support the student which incorporates intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5141.3 - Health Examinations)

(cf. 5141.5 - Mental Health)

(cf. 5144 - Discipline)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6020 - Parent Involvement)

(cf. 6120 - Response to Instruction and Intervention)

(cf. 6158 - Independent Study)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

Note: Pursuant to Education Code 56303, a student should be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. However, the U.S. Department of Education's Office of Special Education Programs Memorandum 11-07 emphasizes that districts have an obligation to ensure that evaluations of students suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies, such as the SST process.

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

STUDENT SUCCESS TEAMS (continued)

Note: Districts that have established multi-tiered systems of support (MTSS) may integrate SSTs into such frameworks. The California Department of Education describes MTSS as an integrated, comprehensive framework for districts that focuses on common core state standards, core instruction, differentiated and student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success. MTSS is connected to the eight state priorities in the local control and accountability plan, and encompasses inclusive academic instruction as reflected in the California state standards and frameworks, response to instruction and intervention, behavior instruction such as positive behavioral interventions and supports and restorative practices, and social-emotional learning.

The following paragraph is **optional** and should be deleted by districts that do not have an established MTSS.

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

(cf. 0460 - Local Control and Accountability Plan)

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

Legal Reference: (see next page)

STUDENT SUCCESS TEAMS (continued)

Legal Reference:

EDUCATION CODE

8800-8807 *Healthy Start support services for children*

48260-48273 *Truancy*

48400-48454 *Continuation education*

49600-49604 *Educational counseling*

51745-51749.6 *Independent study programs*

52060-52077 *Local control and accountability plan*

54400-54425 *Programs for disadvantaged children*

54440-54445 *Migrant children*

56300-56305 *Identification and referral*

WELFARE AND INSTITUTIONS CODE

4343-4352.5 *Primary interventions program, mental health*

18986.40-18986.46 *Interagency children's services*

Management Resources:

CSBA PUBLICATIONS

Best Practices in Special Education, Governance Brief, May 2019

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

California Department of Education, multi-tiered systems of support: <http://www.cde.ca.gov/ci/cr/ri>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

U.S. Department of Education, Office of Special Education Programs:

<https://www2.ed.gov/about/offices/list/osep/>

(9/90 3/04) 9/21

Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

Instruction

AR 6164.5(a)

STUDENT SUCCESS TEAMS

Note: The following **optional** administrative regulation maybe revised to reflect district practice.

Utilization of the Student Success Team (SST) process is not required by state or federal law. As such, this administrative regulation reflects best practices rather than legal requirements.

Team Membership

Members of individual student success teams (SST) may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. School Counselor(s)
6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the district

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

Note: The Superintendent or designee may appoint a districtwide or schoolwide SST coordinator to coordinate SST meetings and related activities.

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings

STUDENT SUCCESS TEAMS (continued)

3. Consult with appropriate school staff, including teachers and/or district resource personnel
4. Arrange for observation of the student as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5125 - Student Records)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Develop a plan to support the student which incorporates intervention strategies

(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.5 - Mental Health)
(cf. 5141.52 - Suicide Prevention)
(cf. 5141.6 - School Health Services)
(cf. 5144 - Discipline)
(cf. 6141.4 - International Baccalaureate Program)
(cf. 6141.5 - Advanced Placement)
(cf. 6152 - Class Assignment)
(cf. 6152.1 - Placement in Mathematics Courses)
(cf. 6158 - Independent Study)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

STUDENT SUCCESS TEAMS (continued)

9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary

(9/90 3/04) 9/21

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Public Comment on Changes to the 2021-2024 Compensation for Management, Confidentials, and Unrepresented Staff

Meeting Date: January 13, 2022

Item:

ATTACHMENTS:

Description

- ▣ Notice of Public Hearing



FOR IMMEDIATE POSTING

NOTICE OF PUBLIC HEARING

Changes to the 2021-2024 Compensation for Management, Confidentials, and Unrepresented Staff

- When: **Thursday, January 13, 2022 – 6:30 p.m.**
- What: **Public Comment on Changes to the 2021-2024 Compensation for Management, Confidentials, and Unrepresented Staff**
- Where: **Eureka City Schools Regular Board Meeting**
(2100 J Street, Eureka, CA 95501 – Room 116)

At their regularly scheduled meeting on Thursday, January 13, 2022, at 6:30 p.m., the Eureka City Schools Governing Board will hold a public hearing to receive public comment on changes to the compensation for management, confidentials, and unrepresented staff.

Details of the public disclosure and the impact of these changes on the District budget are available upon request from the Business Service Office at 707-441-2412.

Contact:

Rena Will
Director of Personnel & Public Affairs
Eureka City Schools
Tel: 707-441-3379

Post: 01/03/22
Remove: 01/14/22

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Compensation Increase for Classified Management, Certificated Management, and Confidential Administrative Assistants and Approval of Revised Salary Schedules

Meeting Date: January 13, 2022

Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve a 6.25% rate increase for classified management, certificated management, and confidential administrative assistants effective July 1, 2021. This is equivalent to the amount applied to the salary schedule for the Eureka Teachers Association. There are additional adjustments to the salary schedules as outlined below, but within the 6.25% increase.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The schedules have been updated for uniformity. Traditionally, some classified managers received holiday pay in addition to daily per diem. Holiday pay has now been incorporated into all management daily per diem rates. Additional changes were made to address minimum salary requirements and to create more consistency between classes and steps. Employees will be placed on the schedule (some may be resteped) in a manner which provides annual increases close or equal to 6.25%. In addition, a new position has been added to the Certificated Management Salary Schedule. The new position is Director of Early Childhood Development and Special Education, and it is placed at Class III.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

Management and confidential employees often follow the increases approved for certificated staff. The salary schedules were inconsistent and needed to be revised.

HOW MUCH*(list the revenue amount \$ and/or the expense amount \$)*

6.25% increase included in the attached schedules.

WHO*(list the name of the contact person(s), job title, and site location)*

Paul Ziegler,
Assistant Superintendent Business Services

Renae M. Will,
Director Personnel Services and Public Affairs

ATTACHMENTS:

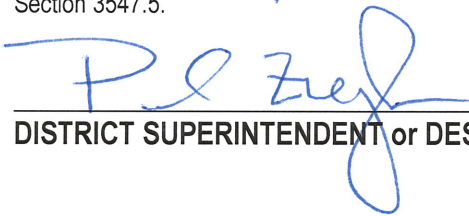
Description

- ▢ Certification of Board's Approval - Comp for Management, Confidentials, Unrep Staff
- ▢ Certification of District's Ability to Meet the Costs - Comp for Management, Confidentials, Unrep Staff
- ▢ CBA - Public Disclosure Summary
- ▢ Confidential Assistant Salary Schedule
- ▢ Classified Management Salary Schedule
- ▢ Certificated Management Salary Schedule

**CERTIFICATION OF THE GOVERNING BOARD'S APPROVAL OF THE
COMPENSATION INCREASE FOR MANAGEMENT, CONFIDENTIALS, AND
UNREPRESENTED STAFF**

The disclosure document must be signed by the District Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.



DISTRICT SUPERINTENDENT or DESIGNEE SIGNATURE

1/3/2022

DATE

Paul Ziegler, Assistant Superintendent Business Services

CONTACT PERSON

(707) 441-2412

PHONE

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on

January 13, 2022

Date

, took action to approve the proposed compensation increase for the

District's Management, Management, Confidential, and Unrepresented personnel.

☒ The Board has adopted the budget revisions which are necessary to meet the cost of this agreement.

PRESIDENT (OR CLERK), GOVERNING BOARD

Signature

January 13, 2022

DATE

**CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF
COMPENSATION INCREASE FOR MANAGEMENT, CONFIDENTIALS, AND
UNREPRESENTED STAFF**

The disclosure document must be signed by the District Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of

Eureka City Schools

Name of District

, hereby certify that the District can meet the costs

incurred under the proposed compensation increase for the District's Management, Confidential, and Unrepresented personnel for the term from July 1, 2021 to June 30, 2024.

☐ The budget revisions necessary to meet the costs of the agreement are as follows:

☒ N/A (No budget revisions necessary.)



DISTRICT SUPERINTENDENT SIGNATURE

1/3/22

DATE



CHIEF BUSINESS OFFICER SIGNATURE

1/3/2022

DATE

COLLECTIVE BARGAINING AGREEMENT PUBLIC DISCLOSURE SUMMARY

Eureka City Schools

Type of Bargaining Unit:

☐
☒

Certificated

Certificated Management

☐
☒

Classified

Classified Management

☒

Confidential

The proposed agreement covers the period beginning

07/01/2021

and ending

06/30/2024

and will be acted upon by the Governing Board at its meeting on

01/13/2022

A. Proposed Change in Compensation

Compensation		Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
			Current Year Increase/(Decrease) 2021/22	Year 2 Increase/(Decrease) 2022/23	Year 3 Increase/(Decrease) 2023/24
1	Current year salary costs	\$ 5,255,791		5,523,914	5,591,643
2	Step and column increase (Optional- if completed, do not include S & C costs in Line 1)	\$ 20,675		24,865	24,865
3	Total Current year salary costs	\$ 5,276,466		5,548,779	5,616,508
4	Salary schedule increase (decrease) <i>Ongoing 6.25% salary increase effective July 1, 2021</i>		\$ 272,714 6.25%	272,714 ---	272,714 ---
5	Cost due to salary schedule restructure (i.e., longevity, step and column over prior contract)		\$		
6	One-time compensation (i.e., stipends, bonus, off schedule one time payments)		\$		
7	Reclassification of position(s)		\$		
8	Other compensation		\$		
9	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 1,348,636	\$ 75,284 25.66%	76,359 25.66%	76,359 25.66%
10a	Health & Welfare costs before agreement	\$ 984,743		974,394	969,314.00
10b	Changes in Health & Welfare costs due to the agreement		\$ 25,865	51,729	51,729
10c	Health & Welfare costs after agreement (10a+10b)		\$ 1,010,608	1,026,123	1,021,043
10d	FTE's (impacted by health & welfare change)		50	50	50
10e	Change in discretionary costs - per FTE (line 10b divided by line 10d)		\$ 516	1,032	1,032
11	Total Compensation Increase (decrease) (Total Lines 2, 4 thru 9 and 10b)		394,538	425,667	425,667
12	TOTAL COMPENSATION INCREASE AS A PERCENTAGE OVER PRIOR FISCAL YEAR		% 7.43%	8.01%	8.01%

Public Disclosure Form

Section A

4. What is the proposed negotiated percentage increase? For example, if the increase in "Current Year" was for less than a full year, what was the percentage increase given, what is the effective date of the increase, and what is the annualized percentage increase for "Year 1"?

- A 6.25% ongoing increase to the Certificated Management, Classified Management, and Confidential salary schedules, effective July 1, 2021.

5. Describe any changes or additions to step, column, or ranges on the salary schedules.

Confidential Salary Schedule:

- Remove progrowth Columns from schedule; express cells as Per Diem amounts only; eliminate banding; reset Step 1; 2.5% Step increases; add Step 20

Classified Management Salary Schedule:

- Eliminate Column I; eliminate banding; add Steps 19 and 20; 1.5% Step increases; some positions re-Stepped to ensure minimum 6.25% increase

Certificated Management Salary Schedule:

- Eliminate Column I; eliminate banding; add Steps 18-20; graduating Column increases from left to right; 1.4% Step increases; some positions re-Stepped to ensure minimum 6.25% increase

6. Describe any one-time compensation increases.

NOT APPLICABLE

7. Describe any reclassifications of positions.

NOT APPLICABLE

8. Describe any "other compensation". Please include comments and explanations as necessary (if more room is necessary to answer, please attach additional sheet.)

NOT APPLICABLE

10. Changes in Health and Welfare costs.

- a. Does the district have a maximum on the employer paid portion of health and welfare?

 X Yes No

If yes, please describe the maximum dollar or percentage amount of the employer paid share of the health and welfare costs and any changes due to this proposed bargaining agreement.

- Effective January 1, 2022, the monthly District contribution to health benefits increases by \$86 to \$1,100.

- B. Describe any proposed negotiated changes in non-compensation items** (e.g., class size adjustments, staff development days, teacher prep time, etc.)

NOT APPLICABLE

Public Disclosure Form

C. Will there be any specific impacts (positive or negative) to operations related to the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians).

No

D. What contingency language is included in the proposed agreement (i.e., reopeners, etc.)?

NOT APPLICABLE

E. What is the impact of the agreement on deficit spending in the current or future year(s)?

"Deficit Spending" is defined to exist when a district's expenditures exceed its revenues in a given year.

Due in great part to the influx of one-time funding, the District does not project to deficit spend in the current or two future years.

F. Are there any other provisions to be disclosed?

No

G. What are the source(s) of funding for the proposed agreement?

1. Current Year

☒ General Fund Revenues
☐ Special Reserve

☐ Reduction in Expenditures
☒ Other (please explain)

Explanation:

Reduction in Unrestricted Expenditures and a reduction in Ending Fund Balance (Unrestricted Reserves).

2. If this is a single year agreement, how will the ongoing cost, if any, of the proposed agreement be funded in future years? (i.e. COLA, staffing reductions, other sources of revenue)

NOT APPLICABLE

3. If this is a multi-year agreement, what is the source of funding for these obligations in future years? Assumptions should include specifics, i.e., COLA, enrollment patterns. (Remember to include compounding effects in meeting obligations)

General Fund revenues, reduction in Unrestricted Expenditures, and a reduction in Ending Fund Balance (Unrestricted Reserves).

PUBLIC DISCLOSURE FORM

H. Impact of Proposed Agreement on Current Year Operating Budget

- ☒ 1. The cost of the proposed agreement is included in the 2021/22 1st Interim budget dated 10/31/2021.
- ☐ a. Copies of the budget transfers are attached (unless proposal was included in the adopted budget); or,
- ☒ b. Section H3 below has been completed.
- ☐ 2. Budget has not been updated for the proposal.
- ☐ a. Proposed budget transfers are attached; or,
- ☐ b. Section H3 below has been completed.

H3. RECAP OF PROPOSED BUDGET ADJUSTMENTS				
	Column 1	Column 2	Column 3	Column 4
Bargaining Unit(s):	Latest Board-Approved Budget Before Settlement Date: December 9, 2021	Unrestricted Budget Adjustment Increase (Decrease)	Restricted Budget Adjustment Increase (Decrease)	Total Proposed Budget (Columns 1+2+3)
A. REVENUES				
1. LCFF Sources (8010-8099)	39,765,817			39,765,817
2. Remaining Revenues (8100-8799)	21,757,520			21,757,520
B. TOTAL REVENUES	61,523,337	0	0	61,523,337
C. EXPENDITURES				
1. Certificated Salaries (1000-1999)	18,329,018			18,329,018
2. Classified Salaries (2000-2999)	8,925,189			8,925,189
3. Employee Benefits (3000-3999)	15,087,840			15,087,840
4. Books and Supplies (4000-4999)	3,130,979			3,130,979
5. Services, Other Operating Expense (5000-5999)	10,179,062			10,179,062
6. Capital Outlay (6000-6599)	1,124,228			1,124,228
7. Other Outgo (7100-7299) (7400-7499)	2,642,749			2,642,749
8. Direct Support/Indirect Costs (7300-7399)	(129,288)			(129,288)
9. Other Adjustments	0			0
D. TOTAL EXPENDITURES (C1:C9)	59,289,777	0	0	59,289,777
E. OPERATING SURPLUS (DEFICIT) (B-D)	2,233,560	0	0	2,233,560
F. TRANSFERS IN & OTHER SOURCES (8910-8979)	0			0
G. TRANSFER OUT & OTHER USES (7610-7699)	(543,526)			(543,526)
H. CONTRIBUTIONS (8980-8998)	0			0
I. INCREASE (DECREASE) IN FUND BALANCE (E+F+G+H)	1,690,034	0	0	1,690,034
J. BEGINNING BALANCE	15,102,509			15,102,509
K. ADJUSTMENT TO BEGINNING BALANCE (J+I)	0			0
L. CURRENT YEAR ENDING BALANCE (J+I)	16,792,543	0	0	16,792,543

PUBLIC DISCLOSURE FORM

IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES

I. VERIFICATION OF ACCEPTABLE MINIMUM RESERVE LEVEL

1. STATE-RECOMMENDED MINIMUM RESERVE LEVEL (after implementation of all proposed agreements)				
	2021/22	2022/23	2023/24	
a. Total expenditures, Transfers Out, and Uses per 2021/22 1st Interim budget plus total cost increases for all bargaining agreements	59,885,731	46,309,637	46,780,916	
b. Recommended minimum reserve percentage from table below	3.00%	3.00%	3.00%	
c. Recommended minimum reserve amount for this district (I1a times I1b) for districts with less than 1001 ADA, this is the greater of calculation or \$50,000	1,796,572	1,389,289	1,403,427	

J. IMPACT OF PROPOSED AGREEMENT TO THE BUDGET

1. GENERAL FUND (Fund 01) Unrestricted/Undesignated Only (Resource 0000)				
a.	Board approved 2021/22 1st Interim budgeted ending balance prior to proposed compensation agreements (including <u>both</u> Certificated Agreement and proposed compensation action for Management, Confidentials, and Non-represented)	1,380,336	1,180,297	1,177,963
b.	Changes to budgeted ending balance for all bargaining agreements	(1,051,535)	(1,156,167)	(1,156,167)
c.	Other adjustments (Excess Salary Increase Reserve)	472,848	472,848	472,848
d.	Estimated budgeted ending balance (line J1a plus J1b)	801,649	496,978	494,644
2. SPECIAL RESERVE FUND (Fund 17)				
a.	Board approved budgeted ending balance	1,611,329	1,611,329	1,611,329
b.	Changes to budgeted ending balance for all bargaining agreements			
c.	Estimated budgeted ending balance (line J2a plus J2b)	1,611,329	1,611,329	1,611,329
3. TOTAL DISTRICT RESERVES FOR THE YEAR OF AGREEMENT (Line J1c and J2c) (must be greater than I1c)		2,412,978	2,108,307	2,105,973

TABLE OF STATE RECOMMENDED MINIMUM RESERVE PERCENTAGES

Percentage Level For Districts with ADA ranging from:			
5% or \$50,000 (Greater of)	0	to	300
4% or \$50,000 (Greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	Over

Confidential Assistant Salary Schedule

Effective July 1, 2021

	Class II
Step	Per Diem
1	176.83
2	181.24
3	185.79
4	190.44
5	195.22
6	200.09
7	205.10
8	210.25
9	215.49
10	220.87
11	226.39
12	232.05
13	237.84
14	243.77
15	249.89
16	256.14
17	262.53
18	269.10
19	275.82
20	282.71

Based on 261 Work Days

Job Title: Administrative Assistant

Board Approved January 13, 2022

Classified Management Salary Schedule Based on Per Diem

Effective July 1, 2021

() Indicates number of work days per year.

Step	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII
1	240	297	332	375	415	465	713
2	243	302	337	381	421	472	723
3	246	307	342	387	427	479	733
4	250	312	347	393	433	486	743
5	254	317	352	399	440	493	753
6	258	322	357	405	447	500	763
7	262	327	362	411	454	508	763
8	266	332	368	417	461	516	763
9	270	337	374	423	468	524	763
10	274	342	380	429	475	532	763
11	278	347	386	436	482	540	763
12	282	352	392	443	489	548	763
13	286	357	398	450	496	556	763
14	290	362	404	457	504	564	763
15	294	368	410	464	512	573	763
16	298	374	416	471	520	582	763
17	303	380	422	478	528	591	763
18	308	386	428	485	536	600	763
19	313	392	434	492	544	609	763
20	318	398	441	499	552	618	763
	Student Services Coordinator (190)	Director of Maint (228)	Director of Transport/ Ops/Risk Mgmt (228)	Project Mgr HCMHDG (186)	Director of Information Technology (228)	Director of Personnel Services and Public Affairs (220)	Assist Sup. Business Services (CBO) (220)
	Board Cert Behavioral Analyst (192)						
	Gang Risk Intervent Program (GRIP) Coord (206)	Director of Food Services (228)		Coordinator Homeless/ Foster Youth and MFRC (195)			
	Assist Athletic Director (206)			Executive Assist to the Superintend (228)	Mental Health/Crisis Counselor (195)		
	Student Services Navigator (190)	Director of Transport/ Risk Mgmt (228)					
	Assist Dir of Transport/ Risk Mgmt (228)						

Board Approved January 13, 2022

Certificated Management Salary Schedule Based on Per Diem
Effective July 1, 2021

() Indicates number of work days per year.

Step	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Class IX		
1	256	400	415	430	445	460	480	505		
2	260	406	421	436	451	466	487	512		
3	264	412	427	442	457	473	494	519		
4	268	418	433	448	463	480	501	526		
5	272	424	439	454	469	487	508	533		
6	276	430	445	460	476	494	515	540		
7	280	436	451	466	483	501	522	548		
8	284	442	457	473	490	508	529	556		
9	288	448	463	480	497	515	536	564		
10	292	454	469	487	504	522	544	572		
11	296	460	476	494	511	529	552	580		
12	300	466	483	501	518	536	560	588		
13	304	473	490	508	525	544	568	596		
14	308	480	497	515	532	552	576	604		
15	312	487	504	522	539	560	584	612		
16	316	494	511	529	547	568	592	621		
17	320	501	518	536	555	576	600	630		
18	324	508	525	544	563	584	608	639		
19	329	515	532	552	571	592	617	648		
20	334	522	539	560	579	600	626	657		
	Director Early Childhood Education (220)	HCMHDG Project Director (186)	Instructional Coach District Wide (185)	Dean of Student Activities & Athletics (185)	Assistant Principal High School (205)	Associate Principal High School (215)	Middle School Principal (215)	Director of Student Services (215)		
		School Social Worker (186)								
		Counselor Psychologist (192)	Lead School Psychologist (192)							
		School Counselor (195)								
		Mental Health/Crisis Counselor (195)	Lead Speech Therapist (192)	Dean of Students (192)	Elementary Principal (205)		Director of Special Education (215)	High School Principal (220)		
		Coord: Homeless/ Foster Youth and MFRC (195)								
		Superv K-12 Educ Mental Health Coord (195)	Counseling Services Director (195)	Assistant Principal Middle School (205)	Principal Alternative Ed. (205)		Director of Personnel (220)			
		Dir of Early Childhood Dev and Spec Educ (220)								

Board Approved January 13, 2022

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Information Only: February 2022 - Review of CDE Calendar of Events

Meeting Date: January 13, 2022

Item: Information Only

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

February 2022

American Heart Month

The CDE encourages you to annually recognize February as American Heart Month.

National African American History Month

The CDE encourages you to annually recognize February as National African American History Month.

National Children's Dental Health Month

The CDE encourages you to annually recognize February as National Children's Dental Health Month.

National Freedom Day (2/1/2022)

The President may issue each year a proclamation designating February 1 as National Freedom Day to commemorate the signing by Abraham Lincoln on February 1, 1865, of the joint resolution adopted by the Senate and the House of Representatives that proposed the 13th amendment to the Constitution (36 United States Code 124).

Rosa Parks Day (2/4/2022)

The CDE encourages you to annually recognize February 4 as Rosa Parks Day. Rosa Parks Day was created by the California State Legislature and first celebrated February 4, 2000.

Ronald Reagan Day (2/6/2022)

February 6 of each year is designated and set apart as Ronald Reagan Day, a

day having special significance pursuant to California *Education Code* Section 37222. On Ronald Reagan Day, all public schools and educational institutions are encouraged to conduct exercises remembering the life of Ronald Reagan, recognizing his accomplishments, and familiarizing pupils with the contributions he made to this state.

National School Counseling Week

The CDE encourages you to recognize February 7–11, 2022 as National School Counseling Week. National School Counseling Week is always celebrated the first full week (M-F) in February.

Lincoln Day (2/12/2022)

California *Education Code* Section 37220: The Monday or Friday of the week in which February 12 occurs, known as "Lincoln Day." On the day that school is in session prior to the day on which schools are closed for that purpose, all public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln.

Frederick Douglass Day (2/14/2022)

The CDE encourages you to annually recognize February 14 as Frederick Douglass Day.

Susan B. Anthony Day (2/15/2022)

California *Education Code* Section 37221: February 15, the anniversary of the birthday of Susan B. Anthony, known as "Susan B. Anthony Day" on which day schools shall include exercises and instruction on the political and economic status of women in the United States and the contributions of Susan B. Anthony thereto.

National Parent Teacher Association Founders Day (2/17/2022)

The CDE encourages you to annually recognize February 17 as National Parent Teacher Association Founders Day.

Take Your Family to School Week

The CDE encourages you to recognize the week of February 17 (February 13–19, 2022) as Take Your Family to School Week.

Washington Day (2/21/2022)

California *Education Code* Section 37220: The third Monday in February, known as "Washington Day". On the Friday preceding, all public schools and educational institutions throughout the state shall hold exercises in memory of George Washington. The CDE will be closed on Washington Day, commonly referred to as Presidents Day.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*
Information only.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*
Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*
Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*
Not applicable.

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Information Only: IRS Mileage and Per Diem Rates

Meeting Date: January 13, 2022

Item: Information Only

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board will receive a report on the updated mileage and per diem rates for 2022.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Eureka City Schools follows the Internal Revenue Service standard mileage reimbursement rate for the use of a car for business miles driven and the per diem reimbursement rates for travel meals and incidental expenses.

STRATEGIC PLAN/PRIORITY AREA:

Applied to the "Fiscal Integrity of the District" portion of the Strategic Plan

HISTORY *(list previous staff or board action(s) with dates if possible)*

This will be a periodic update provided to the Board.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

As of January 1, 2022, the standard mileage reimbursement rate for the use of a car (including vans, pickups, or panel trucks) will increase slightly to 58.5¢ per mile for business miles driven. This increases the rate by 2.5¢ per mile from the 2021 mileage rate of 56.0¢. The rate for travel meals and incidentals is \$74 per day, up \$3 from the previous year.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ 2022 Mileage Rate
- ▣ M&IE 2022

[Click Here for COVID-19 Related Resources](#)

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

By the Way . . . IRS Announces Standard Mileage Rates for
2022



BY CHARLENE QUILAO



BY CAROL WOLFE, CPA

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posted December 17, 2021

Beginning January 1, 2022, the mileage reimbursement rate for business travel will be 58.5¢ per mile (up from 56¢ in 2021).

For more information, please see Issue Number: [IR-2021-251](#), posted by the Internal Revenue Service (IRS) today, December 17, 2021.

M&IE Breakdown FY 2022

M&IE Total ¹	Continental Breakfast/ Breakfast ²	Lunch ²	Dinner ²	Incidental Expenses	First & Last Day of Travel ³
\$59	\$13	\$15	\$26	\$5	\$44.25
\$64	\$14	\$16	\$29	\$5	\$48.00
\$69	\$16	\$17	\$31	\$5	\$51.75
\$74	\$17	\$18	\$34	\$5	\$55.50
\$79	\$18	\$20	\$36	\$5	\$59.25

¹ This column lists the full daily amount federal employees receive for a single calendar day of travel when that day is neither the first nor last day of travel.

² The separate amounts for breakfast, lunch and dinner listed in the chart are provided should you need to deduct any of those meals from your trip voucher. For example, if your trip includes meals that are already paid for by the government (such as through a registration fee for a conference), you will need to deduct those meals from your voucher. Refer to [Section 301-11.18 of the Federal Travel Regulation](#) for specific guidance on deducting these amounts from your per diem reimbursement claims for meals furnished to you by the government. Other organizations may have different rules that apply for their employees; please check with your organization for more assistance.

³ This column lists the amount federal employees receive for the first and last calendar day of travel. The first and last calendar day of travel is calculated at 75 percent.