

Eureka City Schools Board of Education

2100 J Street - Eureka, CA 95501

Regular Meeting

6:30 PM

February 3, 2022

AGENDA

A. CALL TO ORDER OF OPEN SESSION (5:30 p.m.)

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

C. CLOSED SESSION (Room 118)

- (1) Conference with Real Property Negotiator (Gov. Code §54956.8) - Property: Jacobs Property (674 Allard Ave. Eureka, CA 95501), Agency Negotiator: Fred Van Vleck, Ed.D., Negotiating Parties: California Highway Patrol / Lead Negotiator: NaTonya Forbes, Under Negotiation: Concerning Price and/or Terms of Payment
- (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(13)
- (4) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. K(13)
- (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)

D. RECONVENING OF OPEN SESSION

E. REPORT OUT FROM CLOSED SESSION

F. PLEDGE OF ALLEGIANCE TO THE FLAG

G. BOARD RECOGNITION

- (6) Classified Employee of the Year Recognition

H. ADJUSTMENT TO THE AGENDA

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.

- (7) Approval of Agenda

I. INFORMATION

- (8) Student Reports

(9) Superintendent's Reports

(10) 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

(11) Approval of Minutes from the Special Meeting on January 6, 2022, Regular Meeting on January 13, 2022, Special Meeting on January 19, 2022

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

(12) Approval of the Memorandum of Understanding (MOU) Between the Foundation for California Community Colleges and Eureka City Schools

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

(13) Approval of Personnel Action Report No. 9

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

(14) Approval of Memorandum of Understanding Between Fortuna Union High School District as Financial Agent for North Coast Agriculture Partners and Eureka City Schools

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

(15) Approval of NECEP Grant with Yurok Tribe

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

(16) Approval of Fiscal Budget Services Agreement between School Services of California and Eureka City Schools

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(17) Approval of the School Accountability Report Card (SARC)

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

(18) Approval and Acceptance of the Grant Award Notification (GAN) for the 2021-2022 Supporting Inclusive Practices Preschool

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (19) Approval of Agreement between BSN Sports/Nike and Eureka High School
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (20) Approval of Agreement between Matson & Vallerga Architects, Inc. and Eureka City Schools: Zane Building 1 Reroofing Project
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (21) Approval of Declaration of Equipment as Surplus and Authorization to Sell
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (22) Approval of Field Trip Requests: Various Field Trips - Eureka High School
Referred to the Board by:
Renae Will, Director of Personnel Services and Public Affairs
- (23) Approval of Policy Updates from CSBA - September 2021
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (24) Approval of A-G Completion Improvement Grant Program Survey
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services

L. DISCUSSION/ACTION

- (25) Trustee Boundary Areas for Eureka City Schools Board of Trustees based on 2020 Census Analysis Completed by SchoolWorks, Inc. and Approve New Map of Trustee Areas
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

M. DISCUSSION

- (26) Report on Eureka City Schools Transportation Department
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (27) Eureka City Schools Preschool Annual Report
Referred to the Board by:
John Leonard, Director of Student Services
- (28) Local Control Accountability Plan Update
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services

N. CLOSED SESSION (continued)

O. RECONVENING OF OPEN SESSION (continued)

P. REPORT OUT FROM CLOSED SESSION (continued)

Q. INFORMATIONAL ONLY ITEMS

(29) Information Only: March 2022 - Review of CDE Calendar of Events

R. 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 Minutes from the Special Meeting on January 6, 2022, Regular Meeting on January 13, 2022, Special Meeting on January 19, 2022
Meeting Date: February 3, 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

- ▣ Minutes - Special Meeting - January 6, 2022
- ▣ Minutes - Special Meeting - January 19, 2022
- ▣ Minutes - Regular Meeting - January 13, 2022

Eureka City Schools | Board of Education

District Office - 2100 J Street - Eureka, CA 95501

Special Meeting

January 6, 2022

4:00 PM

MINUTES

A. CALL TO ORDER OF STUDY SESSION

President Ollivier called the study session to order at 4:02 p.m.

Members Present: Duncan, Johnson, Ollivier, Taplin, Fernandez

Members Absent: None

Staff Present: Van Vleck, Storts, Harris

B. PUBLIC COMMENT ON SPECIAL MEETING ITEM

No public comment.

C. STUDY SESSION

- (1) Review of Board Protocols
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

Walt Hanline, Ed.D., Executive Director, National Center for Executive Leadership and School Board Development, presented virtually to the Board on standards and protocols. Dr. Hanline reviewed the Board's current Board protocols (previously approved on February 25, 2021) and discussed each protocol with the Board. Board members had an opportunity to ask questions, get clarification, and acknowledge continued approval of the current Board protocols. The Board requested a revision to the Board Protocol on the Superintendent's evaluation, moving the timeline for the evaluation to October of each year, instead of January. The updated Governance Handbook will be brought back to the Board on consent for your consideration at a future meeting.

D. ADJOURNMENT

President Ollivier adjourned the meeting at 7:05 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

District Office - 2100 J Street - Eureka, CA 95501

Special Meeting

January 19, 2022

12:00 PM

MINUTES

A. CALL TO ORDER OF OPEN SESSION

President Ollivier called the study session to order at 12:00 p.m.

Members Present: Ollivier, Fernandez, Duncan, Johnson

Members Absent: Taplin

Staff Present: Van Vleck, Ziegler, Harris

B. PUBLIC COMMENT ON SPECIAL MEETING ITEMS

No public comment.

C. DISCUSSION/ACTION

- (1) Resolution 21-22-012, Adopting Procedures and Guidelines For Selection Of Lease-Leaseback Contractor and Approving Prequalification Questionnaire Packet and Request For Proposals for Eureka High School Science Building Project
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler notes the two Board items require separate action but are very similar. The Board is asked to approve the resolutions and the prequalification questionnaire packet and request for proposals for the Science Building Project and the Albee Stadium Project, both at Eureka High School.

It was M/S by Johnson/Duncan to adopt Resolution 21-22-012, Adopting Procedures and Guidelines For Selection Of Lease-Leaseback Contractor and Approving Prequalification Questionnaire Packet and Request For Proposals for Eureka High School Science Building Project. Student Board Representative: yes 0, no 0, absent 1 (Watson). Governing Board: yes 4, noes 0, absent 1 (Taplin). Motion carried.

- (2) Resolution 21-22-013, Adopting Procedures and Guidelines For Selection Of Lease-Leaseback Contractor and Approving Prequalification Questionnaire Packet and Request For Proposals for Eureka High School Albee Stadium Project
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

This item is similar to the first item and the Board is asked to approve the same materials.

It was M/S by Duncan/Ollivier to adopt Resolution 21-22-013, Adopting Procedures and Guidelines For Selection Of Lease-Leaseback Contractor and Approving Prequalification Questionnaire Packet and Request For Proposals for Eureka High School Albee Stadium Project. Student Board Representative: yes 0, no 0, absent 1 (Watson). Governing Board: yes 4, noes 0, absent 1 (Taplin). Motion carried.

D. ADJOURNMENT

President Ollivier adjourned the meeting at 12:10 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

District Office - 2100 J Street - Eureka, CA 95501
(Room 116)

Regular Meeting

6:30 PM

January 13, 2022

MINUTES

A. CALL TO ORDER OF OPEN SESSION

President Ollivier called the open session to order at 4:00 p.m.

Members Present: Duncan, Johnson, Ollivier, Taplin, Fernandez

Members Absent: None

Staff Present: Van Vleck, Harris

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

No public comment on closed session items.

C. CLOSED SESSION (Closed to Public) (Room 118)

President Ollivier moved the meeting to closed session to discuss closed session Items C(1) through C(6).

- (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)

President Ollivier reconvened the meeting at 6:30 p.m.

Members Present: Johnson, Ollivier, Fernandez, Duncan, Taplin, Watson

Members Absent: None

Staff Present: Van Vleck, Ziegler, Storts, Will, Leonard, Harris

E. REPORT OUT FROM CLOSED SESSION

There was no action to report on closed session items.

F. PLEDGE OF ALLEGIANCE TO THE FLAG

G. ADJUSTMENTS TO THE AGENDA

(7) Approval of the Agenda

It was M/S by Johnson/Taplin to approve the Agenda. Student Board Representative: yes 1, no 0, absent 0. Governing Board: yes 5, noes 0, absent 0. Motion carried.

H. BOARD RECOGNITION

(8) Apple Pin Award

The Board presented an Apple Pin award to Roseann Buchner for her dedication to the students at Washington Elementary.

I. INFORMATION

(9) Student Reports – No student reports.

(10) Superintendent's Report – Van Vleck provided a COVID-19 update to the Board and notes his appreciation for the hard work of staff at Eureka City Schools. The California Department of Public Health continues to convey school is one of the safest public places to be, given the testing, ventilation, etc. There is a need for a Special Board Meeting next week relating to Lease-Leaseback projects within the District. The Board agrees a Special Meeting can occur on Wednesday, January 19th, at 12:00 p.m. Trustees Duncan, Fernandez, and Ollivier, can attend the meeting as the quorum. Johnson notes she may also be able to attend.

(11) Board Members' Reports

Watson provided an update to the Board on COVID-19 at the schools. She is impressed by the students being very conscious of what is going on and everyone is working hard to stay safe.

Johnson was able to attend a site visit at Washington Elementary. It was a good visit and she is impressed by what is going on in the classrooms.

Taplin notes an appreciation for the hard work of ECS staff.

Duncan has heard from a lot of parents disappointed about not being able to watch their children play sports. He hopes the surge will go by quickly and parents will be able to watch their students play again soon.

Fernandez notes he is thankful for the large turnout at the Board meeting about the murals. He also referenced a letter received from the Humboldt Asians and Pacific Islanders in Solidary and states he does not believe the recent decision for him to be passed over as President was based on race. He notes he is mixed race Latino but does not believe that Board's decision was grounded in race. He appreciates the support received.

Ollivier notes the Board had a good discussion about protocols last week. She also attended the Washington site visit and notes her appreciation for all the hard work of all the staff. She received information on a survey regarding substance abuse and forwarded it out. She urged attendees to consider filling out the survey.

J. PUBLIC COMMENT ON NON-AGENDA ITEMS

President Ollivier notes the Board is staying on the 20-minute timer for public comments, per Board Protocol, as read by Clerk Fernandez.

Ruth Mitchell provided an update to the Board on the ECS Equity Book Club and passes out samples of reading materials to the Board. All members of ECS are invited to join the Equity Book Club and she will send out an invite to the Board this weekend. She also provided an update to the Board on library events at various sites.

Jocelyn Gibbons addressed the Board regarding parental engagement. She gets a lot of calls from the school with updates but does not feel involved. She is upset about open houses being cancelled instead of being postponed. She questioned money budgeted for community engagement and notes funds were not used and no funds were allocated for family engagement. PTA numbers are way down. Parents do not feel connected to the schools and teachers are being overworked. She also notes murals should be allowed on school properties and passed out paperwork. She notes money is allocated to insure additional staffing.

Superintendent Van Vlack asked Gary Storts to provide the parent with his contact information, so he can follow-up with her regarding her concerns.

K. CONSENT CALENDAR

It was M/S by Johnson/Taplin to approve the following Consent Calendar items:

- (12) Approval of Personnel Action Report No. 8
Referred to the Board by:
Renaë 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:
Renaë 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

Student Board Representative: yes 1, no 0, absent 0. Governing Board: yes 5, noes 0, absent 0. Motion carried.

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

It was M/S by Johnson/Taplin to approve the Student Expulsion (EC Sec 48918(c) or 760030) [Student #21-22-174; Resolution #21-22-011].
Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (29) Revised Mural Criteria and Parameters for Murals in Eureka City Schools
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

Superintendent Van Vleck notes this item was requested to be brought back to the Board by Trustee Johnson. Staff has no new information on this item, other than what was provided previously.

Public Comment

Cedric Aaron provided public comment to the Board in his capacity as a community member. He was appalled reading about this issues in a local paper. As a person of color, and a former student of color, he notes representation matters. It can be hard to hire people of color but murals are forever and will not

go anywhere. There are student advocating for murals, which will be passed on to younger siblings when they step on campus. He believes it helps people learn, reset, and focus on their academics. He strongly encouraged the Board to take the criteria and parameters for murals very seriously. Murals help with parent and family engagement. It makes people feel safe.

Sharrone Blanck addressed the Board and encouraged the Board to engage with people of color on why this type of representation matters. It is not appropriate for these conversations to fall on students. There are people in the community who are willing to have those conversations. She also pointed out that when a group of people of color focus on strength and pride of agency, it does not mean it is against anyone else.

Jennifer Celio-Aburto the VP of the Latin-X Club at ECS and provided her support for murals on campus. She notes she has often felt like an outsider and provided background information on her family and history. All of her family lives in Mexico and her parents left their family behind. This is a huge reason why there needs to be murals, so students can be represented at their school. This would allow for everyone to feel connected and seen. Bilingual students do not have the same opportunities as other students. The mural project is beneficial to the community.

Ty Leschke addressed the Board as a community member. She is appalled at even having to attend the Board meeting and speak about equity. She asked the Board why there are rules relating to this mural, when there were no rules relating to previous murals. Previously everyone did not need to be in the murals but in this case the rules have changed. She believes it is important for people to see themselves in the murals.

Suzanna Gibson addressed the Board. She is a nurse practitioner and also Blackfoot decent. She gave credit to the Wiyot Tribe for the land. She provided information on her boys' experiences and involvement in the arts. She notes her boys are almost always the only people of color in their class. She urged the Board to hear the youth of the community and the kids' presence is important. Their voice matters to us and to those who cannot speak. She urged the Board to hear the request from non-white children tonight.

Nicolo Costanza addressed the Board as a student of EHS and on behalf of various clubs including the BSU, Native American Club, etc. He believes murals are a positive expression of student voices and gives them an opportunity to express themselves and their ethnic communities. He asked why these issues are occurring with this mural. Murals are not only for students and staff but the entire community as a whole. It is a positive movement for our community because it shows we care – we see you and hear you and stand with you.

Tim Olson addressed the Board and conveyed he speechless after Jennifer's speech and is sad she still feels like an outsider. He believes the murals could make the students and community feel welcome. Sadly, a bunch of the students who planned to attend the Board meeting have COVID but Jennifer represented

very well. He came to the Board meeting to show his support and read a statement from the LatinX Club. The murals would create a safe space for their community and provide a representation within the community. It would represent diversity. It would allow the families to be represented in the community. Murals empower and support students, which is in line with the District's mission statement.

Kyle Suanders addressed the Board. He is a current community member and visual artist. His work is displayed at 2nd and G Street next to the Buhne Building. The mural issue was brought to his attention by Julia Finkelstein, who is a local female business owner. He is here to offer his assistance in offering a creative solution to the current issues and concerns. He notes what is currently being said vs. what could be said. He reviewed a normal process which would be a proposal and adjustments to any proposal. He is concerned about the student voice being silenced. He would like the District to work creatively to find a solution.

Trustee Fernandez move to extend the time for Public Comment by 10 minutes. Motion failed due to lack of second.

Leslie Castellano addressed the Board as a Board Member of the Ink People in Eureka and also as a community member. She conveyed an appreciation for the work of the School Board. There is a history of racism within Humboldt County. It is vital for students to have a voice within the school district and this voice can have lifelong positive effects. The Ink People supports the Board's previous equity statement. It is hoped the District will enact better policies and programs to support all students. She hopes the Board will work with BIPOC students, families, and the many voices within the community. This will bring forth a more vibrant community. Opportunities should be reinforced and lifted up within the school environment.

President Ollivier clarified the Board's discussion relates to guidelines and the parameters for murals in general, not a specific mural.

Van Vleck provided a historical perspective and states murals have not been discussed very much, or at all, in the past. What is different now is the availability of grant funding for murals. District staff need to know what the Board wants as parameters and policies relating to new murals. District staff initially brought mural parameters to the Board in October and again in November. At that point, the Board voted to not allow new murals in the District.

Trustee Johnson noted she requested this item come back on the agenda, as she was unable to attend the meeting in November. Initially, there were many questions and discussion about logistics. In October, the Board reviewed the first proposal and asked for revisions. Revisions were brought back to the subsequent meeting, which is the meeting she was unable to attend. She looked back at the minutes and became concerned over the new guidelines not having been

discussed. She recently attended a tour to see the murals on campus at EHS. She believes there are many spaces at EHS that would be good for art.

Johnson would like to move that the Board adopt the guidelines previously proposed in the second meeting. The only thing she would change related to the murals originating specificity from a club. She would like to make sure there is a way for all students, not just those in clubs, to be able to bring a mural to the school for consideration.

It was M/S by Johnson/Taplin to approve the Revised Mural Criteria and Parameters for Murals in Eureka City Schools brought to the Board on November 18, 2021, adding a section to allow all students an avenue to present murals even if they are not in a club. Students will be able to present mural proposals to a club advisor or site administrator through the Inter Club Council.

Discussion on a possible review of murals after a certain amount of time. Student Board member Watson notes the student voice is her voice. She would like the mural parameters to be approved.

Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

In response to a request that the Board allow additional public, President Ollivier notes the Board is following Board protocol regarding public comment and welcomes anyone to send additional comments to the Board via email.

- (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

Ziegler presented to the Board on this item and asked for Board approval.

It was M/S by Johnson/Duncan to approve 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. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 4, noes 0, absent 1 (Fernandez). Motion carried.

- (31) Recommendation for New Job Description - NECEP Student - Family Liaison
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs

Will requested the Board approve a new job description for the Student-Family Liaison. This will go to the union for a vote on January 18th. This is part of the work the District is doing relating to family engagement.

It was M/S by Taplin/Ollivier to approve the New Job Description - NECEP Student - Family Liaison Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

- (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:
Renaë Will, Director of Personnel Services and Public Affairs

Will provided information on the item and notes the District is in a Shared Services Agreement with South Bay through the 2021-22 school year. This would allow up to five additional days of pay (at the employee's per diem rate) per month for the employees on the attached list. It would be capped at the funds received from South Bay relating to the agreement.

It was M/S by Taplin/Johnson to approve the Extra Compensation for Additional Time Worked as a Result of the Shared Services Agreement Between South Bay Union School District and Eureka City Schools. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

M. DISCUSSION

- (33) Development of an Equity Policy/Statement for Eureka City Schools
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

Superintendent Van Vleck states this item was requested by President Ollivier. Staff proposes the District send out an RFP out across the state, locally, and to equity gurus. The proposals would be brought back the Board for review. The Board can then decide the best proposal to guide the Board through the process. The District would like to find an expert on building equity and inclusion within Eureka City Schools. The Board will be reprioritizing strategic plan areas at a Special Meeting on January 31st. This is not a process that occurs overnight and would need to follow a specific process. Most likely, this would come back to the Board in February or March, and the session would occur in the Fall.

- (34) Trustee Boundary/2020 Census Analysis Completed by SchoolWorks, Inc.
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

Ryan Reynolds with Schools Works presented to the Board. He reviewed requirements for the Board to balance the boundaries under a 10% peak

deviation. He reviewed various map options A, B, and C, with the Board and provided a summary of each plan. The Board needs to make a final decision by the end of February.

The Board discussed the maps and will provide input after additional review. The Board requested a copy of the original map, with the school sites marked with a star, so the Board can see the comparison. Reynolds will provide this additional information to the District.

- (35) Annual Update on the Arts Integration Projects (Create Humboldt)
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services

Storts provided an annual update to the Board on the Arts Integration Projects (Create Humboldt). Out of the teachers' survey, 82% agreed the program had a positive impact on their teaching style.

- (36) Enrollment and Attendance Update
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler provided an update to the Board on enrollment and attendance. He reviewed a CBEDS snapshot of enrollment, County-wide enrollment, unduplicated count numbers, ADA tracking with independent study, LCFF Revenue per Student, etc.

- (37) Update on Governor's Proposal for the 2022-2023 State Budget
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler provided an update to the Board on the Governor's Proposal for the 2022-2023 State Budget. The next update the Board will receive will be the May Revise. There continues to be concerns relating to the heavy reliance on one-time funds. In terms of process, the January budget is the first look from the Governor and the District uses that "first look" to put together the 2nd interim. The first revision comes in May and is used for the District's budget for the following year. The Budget is then presented to the Board for approval.

- (38) Equitable Distribution of Qualified and Experienced Teacher Assignments Among Schools
Referred to the Board by:
Rena Will, Director of Personnel Services and Public Affairs

Will notes this is an annual item. She provided the Board with a chart noting the equitable distribution of qualified and experienced teacher assignments per site.

- (39) Policy Updates from CSBA - September 2021 (First Review)
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

This is the first reading of these policies. This item will come back to the Board on consent at the next meeting.

N. PUBLIC HEARING

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

No public comment.

O. CLOSED SESSION

- (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

Not applicable. Closed session did not continue.

Q. REPORT OUT FROM CLOSED SESSION

Not applicable. Closed session did not continue.

R. DISCUSSION/ACTION (continued)

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

It was M/S by Duncan/Fernandez to approve the Compensation Increase for Classified Management, Certificated Management, and Confidential Administrative Assistants and Approval of Revised Salary Schedules. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.

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

President Ollivier adjourned the meeting at 8:25 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 (MOU) Between the Foundation for California Community Colleges and Eureka City Schools

Meeting Date: February 3, 2022

Item: Consent

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

The Governing Board is being asked to approve the Memorandum of Understanding (MOU) between the California College Guidance Initiative and ECS.

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

The Foundation for California Community Colleges on behalf of the California College Guidance Initiative will support Eureka High School in the 2022-23 school in increasing college and career readiness of students. The MOU will allow for data sharing between ECS and CCGI. CCGI will provide student transcript data to help inform admissions, enrollment, placement, guidance, and financial aid at institutions of higher education.

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 the first MOU between CCGI and ECS.

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

- ▣ CCGI Service Agreement



DATA SHARING AND SERVICES AGREEMENT

Between

THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

On behalf of:

The California College Guidance Initiative

And

EUREKA CITY SCHOOLS DISTRICT

Agreement No. 00005053

This Data Sharing and Services Agreement ("Agreement") is entered into by and between the Foundation for California Community Colleges, a nonprofit 501(c)(3) organization ("Foundation"), on behalf of the California College Guidance Initiative ("CCGI"), and the **Eureka City Schools** ("District"), to set forth the roles and responsibilities of the Parties related to District's uploading of its students Education Records to www.CaliforniaColleges.edu or hereinafter ("CaliforniaColleges Website") and Foundation's provision of account support services on the CaliforniaColleges Website.

I. RECITALS

WHEREAS, Foundation is the official nonprofit organization supporting the California Community College Chancellor's Office and the California Community Colleges Board of Governors and its mission to benefit, support and enhance the California Community College system;

WHEREAS, CCGI is operated by the Foundation on behalf of the State of California, in order to ensure the awareness and utilization of online planning tools in K-12 districts and systematic baseline guidance and support for 6th-12th grade students as they plan, prepare and finance college;

WHEREAS, CCGI's tools and services constitute the K-12 student, family and educator facing tools for college planning and transition under California's Cradle to Career Data System;

WHEREAS, CCGI is the State of California's official provider of technical assistance regarding a-g course alignment to the Course Management Portal and to provide a one stop platform for college planning;

WHEREAS, CCGI is authorized and funded by the state to provide these services to all K-12 districts serving 6th-12th grade students, free of charge;

WHEREAS, CCGI transmits student transcript data across institutions to help inform admissions, enrollment, placement, guidance and financial aid at institutions of higher education;

WHEREAS, the Family Educational Rights and Privacy Act (“FERPA”), 34 CFR §99.31(a)(1)(i)(B) and the California Education Code, §49076 (a)(2)(G), allow District to disclose student data to Foundation, without parental consent, in order to provide services to District that District otherwise could have provided with its own employees; and

WHEREAS, the purpose of this Agreement is to set forth the roles and responsibilities of the Parties related to District’s uploading of Education Records to the CaliforniaColleges Website and Foundation’s provision of technical assistance and account support services on the CaliforniaColleges Website.

THEREFORE, the Parties desire and agree to enter into this Agreement in furtherance of the purpose stated below.

II. DEFINITIONS

The following capitalized terms when used in this Agreement shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined in this Agreement.

“Agreement” shall have the meaning set forth in the preamble above and includes all exhibits (see below), schedules and other attachments hereto, as each may be amended in a writing signed by both Parties from time to time.

Exhibit A: List of Authorized Third Parties

Exhibit B: Data Privacy and Security Addendum

Exhibit C: Data File Technical Specifications

“Authorized Third Party” shall mean an entity, identified by District on the **Notice of Authorized Third Parties**, attached to this Agreement as **Exhibit A**, and hereby incorporated by reference, authorized by District to utilize the Services (as defined below) in accordance with this Agreement.

“Business Day” shall mean a Monday, Tuesday, Wednesday, Thursday, or Friday, but excluding (i) any day on which national banks having banking offices in either Sacramento or Los Angeles, California are authorized by law to remain closed and (ii) those days, not to exceed eleven (11) in any calendar year, which Foundation and/or District treats as a holidays but would otherwise be Business Days.

“Confidential Information” shall mean any and all information, data, Software (as defined below), know-how and intellectual property of a confidential or proprietary nature, including but not limited to, information, data, Software, know-how and intellectual property relating to (a) technical, scientific, developmental, marketing, manufacturing, sales, operating, performance and cost matters, (b) processes, (c) designs and (d) techniques, in any and all forms in which the foregoing may appear including, but not limited to, all record-bearing media containing or disclosing any of the foregoing. Confidential Information shall include, but not be limited to, all information, data, Software, know-how, and intellectual property that is (a) marked as “confidential” or “proprietary” at the time it is provided by or on behalf of the Party providing it, (b) expressly stated by or on behalf of the Party providing it to the Party receiving it at the time of disclosure to be considered confidential or proprietary, or (c) would under the circumstances be recognized by someone generally experienced in business affairs to be confidential or proprietary.

“CaliforniaColleges Website” shall mean the Internet website located at www.CaliforniaColleges.edu. The Foundation is responsible for directly contracting and compensating a third-party technology vendor (“Vendor”) for the continued operation and maintenance of www.CaliforniaColleges.edu under a separate agreement. Information describing the current Vendor can be found in the **Data Privacy and Security Addendum**, attached to this Agreement as **Exhibit B**, and herein incorporated by reference. This definition shall also include any successor website thereto including any such site established on some other form of interactive digital or electronic communications offered over or via any alternative or successor broad band or narrow band network or method of broadcast including wireless, intranets, extranets, and interactive television or cable.

“Data Breach” shall mean actual evidence of the loss or unauthorized access to, or unauthorized use of Student Data (as defined below) uploaded to the CaliforniaColleges Website.

“Education Record” shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

“Effective Date” shall have the meaning set forth in Section III.A of this Agreement.

“Eligible Student” shall mean a student who has reached 18 years of age or is attending an institution of postsecondary education.

“Misuse” shall have the meaning as set forth in Section IX.A of this Agreement.

“Party” or “Parties” shall mean either Foundation, on behalf of CCGI, or District, or both.

“Student Data” shall mean any information (a) contained in a student's Education Record maintained by or for the District and provided to the CaliforniaColleges Website by an employee or agent of the District; or (b) acquired directly from a student or parent or legal guardian of the student through the use of the CaliforniaColleges Website, as assigned to the student or parent or legal guardian by District. Student Data includes Personally Identifiable Information (defined below). Student Data does not include information created by a student, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of that information.

“Services” means the services and levels of support offered by Foundation and accepted by District, as described in Section V.D of this Agreement.

“Software” shall mean, at a minimum, the computer programs, in machine-readable object code and source code, created by Vendor, pursuant to its separate agreement with the Foundation, in order to develop, operate and maintain the CaliforniaColleges Website.

“Personally Identifiable Information” or “PII” shall have the meaning specified in FERPA regulations, 34 CFR §99.3.

“System User” shall mean any student or parent whose Student Data are disclosed to the CaliforniaColleges Website by the District or by a student (or parent) who is assigned to use the CaliforniaColleges Website by the District.

Any other capitalized terms used in this Agreement that are not defined in this Section or in any exhibit, schedule or other attachment that is expressly incorporated into this Agreement, shall have the meaning given to them in this Agreement.

III. TERM AND TERMINATION

A. Term. This Agreement will be deemed to be effective as of the date the Agreement is fully executed by all signatories to the Agreement (“Effective Date”) and will continue until terminated by either party pursuant to Section III(B),(C), or (E). No fees will be assessed under this Agreement while CCGI continues to be the provider of operational tools for the State of California.

B. Termination for Convenience. The Parties shall have the right to terminate this Agreement for any reason or no reason, without penalty, at any time by providing the other with written notice of termination in accordance with Section X of this Agreement at least thirty (30) calendar days in advance of the Termination Date.

C. Termination for Cause. Either party shall have the right to terminate the Agreement immediately upon written notice to the other Party upon the occurrence of a material breach of this Agreement, including a material breach with respect to the any representations and warranties which remain uncured for more than sixty (60) days after the non-breaching Party provides notice of such material breach to the other Party.

D. Handling of Data Following Termination of Agreement

1. **Deletion of Data.** Education Records provided under the Agreement shall be destroyed by Foundation and Vendor upon termination of this agreement or within thirty (30) days from the date on which District requests destruction of the data or determines that such student data are no longer needed for the purposes of this Agreement. In order to commence the procedure for requesting destruction of Education Records, District shall provide written notice to the Foundation as specified in Section X, requesting destruction of the data. Upon receipt of District’s written notice, the Foundation and Vendor agree to use reasonable commercial efforts to certify within thirty days (30) after the Termination Date that Education Records are no longer retained or accessible to the Foundation and Vendor.

2. **Requests for Return of Data to District.** In lieu of destruction of Education Records, as provided in Sec. III.D.1, the District may request return of the data. In the event of such a request, the District shall provide thirty days (30) advance written notice to the address listed in Section X of this Agreement to the Foundation. Upon request and notice by District in accordance with this Section III.D.2, Foundation shall provide assistance with the migration and conversion of historical data in a flat file or other format reasonably requested by District and reasonably acceptable to Foundation. District shall be responsible for all costs and expenses associated with such requests including but not limited to costs for migration and data conversion and shall otherwise cooperate with Foundation to transfer such data to the District.

3. Retention of Student Data by the System User after Termination. The Parties acknowledge and agree that the requirements provided in Section III.D.1 shall not apply to Student Data if the student or the student's parent supplied such Student Data to CaliforniaColleges Website and elects upon termination of the Agreement to continue to maintain a personal account with Foundation: (1) for the purpose of storing their individual data; (2) in the event the student or parent elects to retain their data in the CCGI Program for purposes of continuing to obtain the benefits of participation in the CCGI Program; or (3) if the student or parent elects to continue to obtain the service offerings from any other Authorized Third Party with which the supplying System User has elected to share their Student Data through the CCGI Program for the educational purposes set forth under the Agreement.

E. Termination for Funding Contingency: It is mutually understood and agreed that if the Foundation does not receive sufficient funding from the State of California to provide the Services described in this Agreement, Foundation may without penalty, terminate this Agreement by providing District with written notice of termination in accordance with Section X of this Agreement at least fifteen (15) calendar days in advance of the Termination Date.

IV. DISTRICT RESPONSIBILITIES

A. Data Sharing

1. District shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in **Exhibit B**.
2. District shall upload course catalog files at least once a year to enable the use of academic planning tools by a student planning coursework at a District high school.
3. District agrees to verify accuracy of courses entered by District into the University of California ("UC") Course Management Portal at the UC Office of the President.
4. District agrees to upload Education Records, in accordance with the **Data File Technical Specifications**, attached as **Exhibit C** to this Agreement, and hereby incorporated by reference.

B. Implementation

1. District shall provide Foundation with a list of all approved Authorized Third Parties on **Exhibit A**, who should be included in this agreement; including but not limited to any non-profit organizations or higher education partners that provide student support services, youth development and college planning or preparation services under a separate service and data-sharing agreement with the District.
2. District shall make staff, appropriate technology resources, and space available for ongoing professional development and user support.
3. District agrees to collaborate with Foundation staff to provide both individual user experience and technical feedback in order to improve implementation for all System Users.

4. District agrees to identify a Point of Contact (POC) to (1) assist the Foundation during implementation phase including providing any necessary support to Vendor; and (2) navigate or immediately report any issues regarding availability of the CaliforniaColleges Website.

V. FOUNDATION RESPONSIBILITIES

A. Data Ownership. Foundation acknowledges and agrees that Education Records provided by the District continue to be the property of and under the control of the District.

B. Compliance with Laws. Foundation shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in **Exhibit B**.

C. Technical and Service Level Support. The CaliforniaColleges Website is operated and maintained by Vendor. All service level support for the CaliforniaColleges Website is provided directly by Vendor. Districts should reach out to Contact Us in order to facilitate communication with Vendor regarding technical issues with CaliforniaColleges Website.

D. Scope of Services. “Services” means the enhanced services and levels of support offered by Foundation under this Agreement or on the CaliforniaColleges Website that are only possible when students’ transcript data is uploaded to their accounts.

1. Foundation shall provide the necessary support for the integration of Education Records and Student Data into individual student accounts on the CaliforniaColleges Website. Foundation agrees to cooperate with representatives from the District to ensure the data is properly uploaded in CCGI's file format and in accordance with the requirements and instructions as more fully set forth and incorporated herein as **Exhibit C** to this Agreement.
2. Education Records and Student Data will be maintained and processed by CCGI on behalf of the District in a manner that meets the standards of the California Community Colleges, California State University (“CSU”), California Student Aid Commission, and University of California systems for verified transcript data.
3. Foundation will provide an audit report of District’s a-g course listings in the UC Course Management Portal database to identify discrepancies. Foundation agrees to provide technical assistance, guidance and support to District staff for purposes of reconciliation of any identified discrepancies.
4. CSU and UC eligibility analyses, both individual student reports and aggregate tracking and reporting capability for counselors.
5. Ability for students to auto-populate applications for admission to all CSU campuses with course data from their individual account on the CaliforniaColleges Website, when such data matches to the Course Management Portal at the University of California Office of the President (CMP), and which enables students, their families and educators in their school and District to track application submission.

6. Ability for students to launch their Application to the California Community Colleges using the CCCApply platform in a manner that tracks submission on the CaliforniaColleges Website.
7. Ability for students to launch their Application for admission to the University of California using the UC Application in a manner that tracks submission on the CaliforniaColleges Website.
8. Ability for students to initiate their Free Application for Federal Student Aid (“FAFSA”) from within the CaliforniaColleges.edu, in a manner that allows students, their families and educators at their school site or District to track the launch of this application and which enables CCGI to provide the California Student Aid Commission with information that supports the Cal-grant eligibility determination process.
9. Ability for students to launch additional college and financial aid applications as additional institutions develop articulation agreements with the Foundation, on behalf of CCGI.
10. The following services and supports for participating LEAs:
 - a) Monthly office hours to support district-wide implementation planning and strategic goal setting.
 - b) Multiple forms of technical assistance to support alignment between the LEA’s a-g course list and the Course Management Portal (CMP) managed by UCOP.
 - c) Virtual Training offerings throughout the year.
 - d) User support for all adults (counselors, career techs, teachers, parents etc.) who will be working with students to complete activities on CaliforniaColleges.edu.

VI. FEES AND PAYMENT FOR SERVICES

1. Foundation will provide the Services under this Agreement District free of charge as long as Foundation continues to receive funding from the State of California as part of the Cradle to Career Data System.
2. In the event that funding from the State of California is not sustained in future years, the Parties understand that the Foundation will assess and charge a fee for services provided to the District. In the event a fee is assessed, this Agreement will be amended, in writing, to affect that arrangement. Foundation shall provide District with a 90-day notice if funding from the State of California’s is reduced or discontinued.

VII. INTELLECTUAL PROPERTY

- A. **Data Ownership.** Foundation acknowledges and agrees that Education Records provided by the District continue to be the property of and under the control of the District.
- B. **Proprietary Rights and Licenses**

1. Reservation of Rights. Subject to the limited rights expressly granted hereunder, Foundation reserves all of its rights, title and interest in and to the Services, including all of Foundation's related intellectual property rights in the Software. No rights are granted to District hereunder other than as expressly set forth herein.

2. License by District to Use Feedback. District grants to Foundation a worldwide, perpetual, irrevocable, royalty-free license to use and incorporate into the Services any suggestion, enhancement request, recommendation, correction or other feedback provided by District or Users relating to the operation of the Services.

VIII. INDEMNIFICATION AND INSURANCE

A. Indemnification Obligations of the Parties in the Event of A Data Breach

1. Foundation

a) Foundation's indemnification obligations under this Section VIII.A.1 of this Agreement shall continue in full force and effect during the Term of this Agreement.

b) Foundation shall, at its own expense, indemnify, defend, and hold harmless District from any expense, cost, claim, loss, or liability (collectively, "Loss") resulting from any Data Breach provided that the Loss arises solely from Foundation's loss or unauthorized access or use of Student Data and does not arise as the result of: (1) any Misuse by District as defined in Section IX.A of this Agreement; (2) any action or inaction by District or any officer, director, employee, affiliate, contractor, or subcontractor of District; or (3) any action or inaction by an Authorized Third Party or System User.

c) District shall promptly (and in no event more than ten (10) calendar days after District receives notice of a potential or actual Loss) notify Foundation of such Loss that may give rise to an obligation of Foundation under this Section VIII.A.1.

d) Foundation promptly takes reasonable actions, if any, to mitigate the harm caused as a result of the data loss or disclosure.

2. District

a) District's indemnification obligations under this Section VIII.A.2 of this Agreement shall continue in full force and effect during the Term of this Agreement.

b) District shall, at its own expense, indemnify, defend, and hold harmless Foundation from any expense, cost, claim, loss, or liability (collectively, "Loss") resulting from any Data Breach provided that: the Loss arises solely from District's Misuse of the CaliforniaColleges Website or System or any action or inaction by District or any officer, director, employee, affiliate, contractor, or subcontractor of District including any Authorized Third Party.

B. Mutual Indemnification. Each Party to this Agreement ("Indemnitor") agrees to indemnify, defend and hold harmless the other, and its directors, trustees, officers, employees, agents (collectively "Indemnitees") against any and all liability, claims, demands, suits, losses, costs, legal fees including reasonable attorneys' fees, personal injury or illness and/or death, resulting from, arising out of, or connected with (a) Indemnitor's performance or omissions related to same under this Agreement, except as otherwise provided in Section VIII.A above; (b) any breach by Indemnitor of this Agreement. The Indemnitee must approve the extension of all settlement offers proposed by the Indemnitor and Indemnitee's approval shall not be unreasonably withheld. The Indemnitor shall furnish Indemnitees with all related evidence in its control. Nothing in this Agreement shall constitute a waiver of limitation of any rights which Indemnitees may have under applicable law.

C. Insurance

1. **District.** At District's sole cost and expense, District will obtain, keep in force, and maintain insurance as listed below. Coverages required will not limit any liability of District and will include: commercial general liability insurance with a combined single limit of no less than one million dollars (\$1,000,000.00) per occurrence and automobile liability insurance for all owned, scheduled, or hired automobiles with a combined single limit of no less than one million dollars (\$1,000,000.00) per accident; and workers' compensation as required under the Workers' Compensation and Safety Act of the State of California, as amended from time to time. The Commercial General Liability Policy shall name Foundation for California Community Colleges, its directors, officers, and employees as Additional Insureds. District, upon the execution of this Agreement, shall cause their insurance carrier(s) to furnish Foundation with a properly executed Certificate(s) of Insurance and endorsements effecting coverage as required herein. All insurance required to be carried by District and/or Indemnitor shall be primary, and not contributory, to any insurance carried by Foundation.

2. **Foundation.** At Foundation's sole cost and expense, Foundation will obtain, keep in force, and maintain insurance as listed below. Coverage required will not limit any liability of Foundation and will include: commercial general liability insurance with a combined single limit of no less than one million dollars (\$1,000,000.00) per occurrence and automobile liability insurance for all owned, scheduled, or hired automobiles with a combined single limit of no less than one million dollars (\$1,000,000.00) per accident; and workers' compensation as required under the Workers' Compensation and Safety Act of the State of California, as amended from time to time. Foundation, upon the execution of this Agreement, shall cause their insurance carrier(s) to furnish District with a properly executed Certificate(s) of Insurance and endorsements effecting coverage as required herein. All insurance required to be carried by Foundation and/or Indemnitor shall be primary, and not contributory, to any insurance carried by District.

IX. GENERAL TERMS AND CONDITIONS

A. Misuse of CaliforniaColleges Website. District acknowledges and agrees that this Section IX.A shall set forth the certain acts which shall either singularly or collectively constitute ("Misuse") under this Agreement. The Parties agree that the below Sections IX.A.1 through IX.A.8 shall not be construed to limit Foundation with respect to a determination of any other acts which may constitute

Misuse under this Agreement, and which may not otherwise be included in this Section IX.A in Foundation's sole discretion. District agrees that it shall not, nor allow any System Users under the direct control of District to engage in any of the acts as set forth below:

1. Access or use CaliforniaColleges Website in breach of the terms of this Agreement;
2. Access or use CaliforniaColleges Website in violation of applicable federal, foreign, international, provincial, state and local laws, rules and regulations or any applicable privacy or data protection laws, rules, regulations or directives;
3. Access or use CaliforniaColleges Website for any unauthorized, fraudulent or malicious purpose;
4. Access or use CaliforniaColleges Website in a manner that could damage, disable, overburden or impair the CaliforniaColleges Website so as to diminish or destroy Foundation or Vendor's ability to provide CaliforniaColleges Website to System Users;
5. Share, obtain or use, or attempt to share, obtain or use, CaliforniaColleges Website related access codes or passwords;
6. Engage in any act that would cause Foundation or Vendor's failure in maintaining the integrity of CaliforniaColleges Website;
7. Engage in any use of CaliforniaColleges Website or engage in any acts which could substantially interfere with or substantially degrade the website and impact System Users;
8. Violate the CaliforniaColleges Website Terms of Use, or violate the terms of use for any Foundation or Authorized Third Party applications hosted by or accessible within CaliforniaColleges Website for utilization by System Users.

B. Confidential Information

1. District and Foundation each agrees that (i) it shall receive and use the Confidential Information it receives (in such capacity a "Recipient") in connection with this Agreement from the other Party (in such capacity a "Discloser") solely for the purposes contemplated by this Agreement, (ii) it shall not use any such Confidential Information for any other purpose, and (iii) it shall receive and hold such Confidential Information in trust and confidence for the benefit of the Discloser. All Confidential Information provided in connection with this Agreement:
 - a) Shall not be distributed, disclosed, or disseminated in any way or form by the Recipient to anyone except those of its own employees and professional advisors who have a reasonable need to know said Confidential Information for the purpose or purposes described above, who are informed of the confidential and proprietary nature of the Confidential Information, and who have agreed in a writing in favor of the Recipient to protect the confidentiality of the Confidential Information with terms at least as restrictive as those in this Section IX.B;

b) Shall be treated by the Recipient with at least the same degree of care utilized by Recipient to protect its own confidential and proprietary information of a similar nature, but in no event with less than reasonable care;

c) Shall not be used by the Recipient for its own purposes, except as otherwise expressly provided in this Agreement; and

d) Shall remain the property of and be returned to the Discloser or, at the Discloser's election, destroyed (along with all copies or other embodiments thereof) immediately upon the termination or expiration of this Agreement for any reason and by either Party.

2. The obligations of a Recipient pursuant to this Section IX.B hereof shall not apply, however, to any Confidential Information which (i) at the time it is delivered to the Recipient hereunder is already in the public domain or subsequent to such delivery comes into the public domain in a manner that does not involve a breach of this Agreement by the Recipient or its employees or advisors; (ii) at the time it is delivered to the Recipient hereunder is already in the Recipient's possession free of any obligation of confidentiality; (iii) is received independently by the Recipient from a third Party who is entitled to disclose such information to the Recipient; (iv) is subsequently independently developed by the Recipient without use of or benefit from or reference to the Confidential Information of Discloser.

3. Notwithstanding anything to the contrary herein, the Recipient may disclose Confidential Information if required to be disclosed by a court or regulatory or other governmental agency of competent jurisdiction, provided that in connection with any such requirement the Recipient shall (A) if legally permitted, promptly notify the Discloser of such requirement in writing, (B) cooperate with the Discloser, at the Discloser's request and expense, to obtain a protective order or other confidential treatment or to contest such required disclosure, (C) shall afford the Discloser all available opportunities to obtain a protective order or other confidential treatment or challenge such required disclosure, including the opportunity to challenge it in the name and with the standing of the Recipient, (D) shall comply with any protective order or other confidential treatment obtained by the Discloser, and (E) shall disclose only the minimum amount of information that the Recipient is required to disclose.

C. Representation, Warranties and Covenants of the Parties

1. Exchange of Information. The Parties represent and warrant that all information that each Party presently knows or reasonably should recognize to be materially relevant to the other Party's understanding of their obligations under the Agreement has been provided to that Party.

2. Compliance with Laws. The Parties agree to comply with all applicable national, state, and local laws and regulations in the performance of their obligations under the Agreement, including but not limited to the observance of all applicable laws and regulations related to the privacy and security of the Student Data provided by any System User.

3. Relationship of the Parties. Foundation is acting as an independent non-profit organization to facilitate the Services under this Agreement for the purposes as set forth in the

Recitals. Foundation is neither an employee, subcontractor, nor an agent of District. Foundation shall have no right or authority to enter into agreements on behalf of or otherwise bind, District, and District shall have no right to enter into agreements or otherwise bind Foundation.

4. Due Authorization. Each of the Parties represents and warrants that (i) it has all requisite power, authority, and capacity to enter this Agreement and to perform its obligations herein; (ii) the execution and delivery of this Agreement by such Party and the consummation of the transactions contemplated herein by such Party have been duly and validly authorized by all necessary action, including all approvals and consents required from any other person or governmental authority; and (iii) this Agreement constitutes a valid, legally binding Agreement of such Party, enforceable against such Party in accordance with its terms.

5. Other Instruments. Each of the Parties hereto represents and warrants that the execution, delivery, and performance of this Agreement by such Party, its compliance with the terms hereof, and the consummation by it of the transactions contemplated herein will not violate, conflict with, result in a breach of, or constitute a default under its certificate of incorporation or other charter instrument, by-laws, or any instrument or agreement to which it is a Party or by which it is bound, any state or federal law, rule or regulation, or any judicial or administrative decree, order, ruling or regulation applicable to it.

6. Covenant of Further Assistance. In the event that at any time after the date hereof any further action is necessary or desirable to carry out the purposes of this Partnership Agreement, each Party will cooperate with the other Party and take such further action for such purposes (including the execution and delivery of such further instruments and documents) as the other party reasonably may request and to which the recipient of the request has no reasonable objection

D. Disclaimer of Warranties. FOUNDATION MAKES NO WARRANTIES RELATED TO THE SERVICES PROVIDED BY FOUNDATION OR VENDOR HEREUNDER, AND HEREBY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NONINFRINGEMENT. DISTRICT ASSUMES TOTAL RESPONSIBILITY FOR ITS USE OF THE RESULTS OBTAINED FROM THE SERVICES. FOUNDATION DOES NOT WARRANT THAT THE SERVICES MEET DISTRICT'S REQUIREMENTS OR WILL BE UNINTERRUPTED OR ERROR FREE.

E. Limitations of Liability. IN NO EVENT WILL FOUNDATION (INCLUDING ITS SUBSIDIARIES, ITS PARENT AND SUBSIDIARIES OF ITS PARENT, ITS SERVICE PROVIDERS AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) BE LIABLE FOR ANY CONSEQUENTIAL, INDIRECT, SPECIAL, INCIDENTAL, EXEMPLARY OR PUNITIVE DAMAGES UNDER THIS AGREEMENT OR IN CONNECTION WITH ANY SERVICES PROVIDED BY FOUNDATION HEREUNDER, INCLUDING WITHOUT LIMITATION, DAMAGES FOR DISTRICT'S MISUSE OF THE CALIFORNIA COLLEGES WEBSITE, LOSS OF BUSINESS PROFITS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION, OR OTHER PECUNIARY LOSS ARISING OUT OF THE USE OR INABILITY TO USE THE SERVICES, DATA OR ANY

OUTPUT, EVEN IF FOUNDATION HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND EVEN IF AVAILABLE REMEDIES ARE FOUND TO HAVE FAILED OF THEIR ESSENTIAL PURPOSE. THE TOTAL LIABILITY, IF ANY, OF FOUNDATION (INCLUDING ITS SUBSIDIARIES, ITS PARENT AND SUBSIDIARIES OF ITS PARENT, ITS SERVICE PROVIDERS AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) IN THE AGGREGATE OVER THE TERM OF THIS AGREEMENT FOR ALL CLAIMS, CAUSES OF ACTION OR LIABILITY WHETHER SOUNDING IN CONTRACT, TORT OR OTHERWISE ARISING UNDER OR IN ANY WAY RELATED TO THIS AGREEMENT AND/OR THE SERVICES PROVIDED HEREUNDER (COLLECTIVELY, "CLAIMS"), SHALL BE LIMITED TO THE DISTRICT'S DIRECT DAMAGES, ACTUALLY INCURRED. NOTWITHSTANDING THE FOREGOING, FOUNDATION'S SOLE OBLIGATION IN THE EVENT OF AN ERROR BY FOUNDATION IN THE PERFORMANCE OF ANY SERVICES UNDER THIS AGREEMENT SHALL BE LIMITED TO REPROCESSING APPLICABLE DATA OR REPERFORMING THE SERVICES. FOUNDATION (INCLUDING ITS SUBSIDIARIES, ITS PARENT AND SUBSIDIARIES OF ITS PARENT, ITS SERVICE PROVIDERS AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) SHALL HAVE NO LIABILITY, EXPRESS OR IMPLIED, WHETHER ARISING UNDER CONTRACT, TORT OR OTHERWISE, FOR ANY CLAIM OR DEMAND: (A) RESULTING DIRECTLY OR INDIRECTLY FROM FOUNDATION'S INTERNAL OPERATIONS, EQUIPMENT, SYSTEMS OR SOFTWARE OWNED OR LICENSED BY FOUNDATION; OR (B) BY THIRD PARTIES, EVEN IF FOUNDATION WAS ADVISED OF THE POSSIBILITY OF SUCH CLAIMS OR DEMANDS, EXCEPT AS EXPRESSLY PROVIDED OTHERWISE HEREIN. DISTRICT ACKNOWLEDGES THAT FOUNDATION HAS SET ITS FEES, IF ANY, AND ENTERED INTO THIS AGREEMENT IN RELIANCE UPON THE LIMITATIONS OF LIABILITY AND THE DISCLAIMERS OF WARRANTIES AND DAMAGES SET FORTH IN THIS AGREEMENT, AND THAT THE SAME FORM AN ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES.

F. Mutual Audit Rights of the Parties. The Parties shall be entitled to upon reasonable notice to the other party an opportunity to conduct compliance audits under 20 U.S.C. Section 1232g. The Parties shall negotiate the scope, length and terms of such audits in good faith between each Party's representatives.

G. Independent Status. Foundation is an independent non-profit entity, in business for itself, which shall perform the specific tasks relative to providing technical support and related Services to fulfill the terms of this Agreement. Foundation does not have the authority to incur any obligation, contractual or otherwise, in the name or on behalf of District.

H. Waiver. No verbal or implied waiver of any breach of any provisions of this Partnership Agreement will constitute a waiver of any prior, concurrent or subsequent breach of the same or any other provisions in this Agreement. Any waiver by either party must be in writing and delivered to the other party.

I. Governing Law. This Agreement shall be construed in accordance with the laws of the State of California without giving effect to any choice or conflict of law provision or rule (whether of the

State of California or any other jurisdiction) that would cause the application of the laws of any jurisdiction other than the State of California.

J. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but both of which together shall constitute one and the same instrument. If this Agreement is executed in counterparts, no signatory hereto shall be bound until both the parties have fully executed a counterpart of this Agreement.

K. Entire Agreement. This Agreement constitutes the entire, complete, final and exclusive agreement between the parties with respect to the subject matter hereof and supersedes and replaces any and all prior and contemporaneous communications between Foundation and District regarding such subject matter.

L. Construction of Partnership Agreement. Both parties have participated in the negotiation and drafting of this Agreement. Therefore, the terms and conditions of this Agreement shall not be construed against either party as the drafting party.

M. Authority to Bind. The parties each represent and warrant that the signatories below are authorized to sign this Agreement on behalf of themselves or the party on whose behalf they execute this Agreement.

N. Survival. Sections II, III.D, IV.A-B, V.A-D, VI, VII.A-B, VIII.A-C, and IX.A-O of this Agreement shall survive Termination of the Partnership Agreement.

O. Severability. If any part of this Agreement is found invalid or unenforceable, that part will be amended to achieve as nearly as possible, the same economic effect as the original provision and the remainder of this Agreement will remain in full force and effect.

X. NOTICE

Any request, notice or other communication by either Party shall be given in writing and shall be deemed given when actually delivered, one (1) Business Day after it is entrusted to a courier service of national reputation promising overnight delivery service, or three (3) Business Days after deposited in the United States Mail for delivery by registered or certified mail, return receipt requested, with postage prepaid, addressed as follows:

CCGI:

Name: Contracts Manager

Email: ccgicontracts@californiacolleges.edu

Mailing Address:

Foundation for California Community Colleges

Attn: Contracts Department

1102 Q Street, Suite 4800

Sacramento, CA 95811

DISTRICT:

Name: Michael Davies-Hughes

Email: davieshughesm@eurekacityschools.org

Data Sharing and Services Agreement

Agreement No. 00005053

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Mailing Address: 2100 J St., Eureka, CA 95501-3055

THE PARTIES HEREBY EXECUTE THIS AGREEMENT.

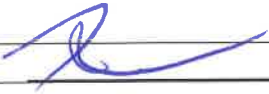
EUREKA CITY SCHOOLS	FOUNDATION
By: 	By: _____
Print Name: FRED VAN VLECK	Print Name: _____
Title: SUPERINTENENT	Title: _____
Date: 1/25/22	Date: _____
DISTRICT (if second signature required)	FOUNDATION
By: _____	By: _____
Print Name: _____	Print Name: _____
Title: _____	Title: _____
Date: _____	Date: _____
	CCGI
	By: _____
	Print Name: _____
	Title: _____
	Date: _____

EXHIBIT A

NOTICE OF AUTHORIZED THIRD-PARTIES

- I. **Purpose:** Irrespective of the authorized disclosure described in Section III of Exhibit B, “Data Privacy and Security Addendum,” the above-named District (“District”) hereby authorizes and requests the Foundation for California Community Colleges (“Foundation”) on behalf of CCGI to provide access to District’s Student Data and Education Records to Participating Third Parties. District shall inform Foundation of the Participating Third Parties who are authorized to access District’s student data by completing the Form located at <https://californiacolleges.tfaforms.net/4711477> and incorporated by reference. Access is provided via the CaliforniaColleges.edu platform. Educators from Participating Third Parties will be provided “affiliate level” educator accounts that enable them to view student’s academic and college/career plans in real time when a student links themselves to the Participating Third Party as a secondary connection on their account.
- II. **Term:** This Authorization becomes effective on the date this Agreement signed by District. It will remain in effect until termination of this Data Sharing Agreement between the Foundation and District (“the Agreement”).
- III. **Termination:** If at any time District intends to terminate a Participating Third Party’s access to the Student Data and Education Records, District shall immediately notify appropriate Foundation personnel (described in Section X of the Agreement). Foundation shall to the best of its ability terminate the Third Party’s access to the Student Data and Education Records immediately, but in all cases, access shall be terminated within 2 business days.
- IV. **Modification:** If at any time District intends to modify the Participating Third Party’s access to Student Data and Education Records, District shall make a request to the Foundation for approval in writing, as described in the Notice Section of the Agreement. The Foundation will then make the necessary modifications.
- V. **Authorization & Accepted Use:**
 - a. Under this Authorization, District authorizes the approved Participating Third Parties to access all Student Data and Education Records shared by District with CCGI under the Agreement and any User Generated Data entered by users. This authorization is limited to read-only access to Student Data and Education Records. This authorization is further limited only to the individuals and/or departments at each Participating Third Party who have been approved by District.
 - b. Through this Authorization, the District expressly acknowledges and confirms that the Participating Third Parties have a legitimate educational interest in the Student Data and Education Records being shared.

- c. Through this Authorization, the District and Foundation expressly acknowledges and confirms that providing access to Student Data and Education Records to Participating Third Parties is in full compliance with the Federal Education Rights and Privacy Act ("FERPA") and other applicable Federal, State, and Local Laws.
- d. District understands that the Foundation will require any Participating Third Party that is approved for access to District data to accept the terms of use and privacy policy posted on CaliforniaColleges.edu and agree to comply with all the terms and conditions of this Agreement between Foundation and District.
- e. Accessed Student Data shall be used only for the purpose of assisting the student in planning or preparing for college or a career and seeking admission to college and financial aid for college. Foundation's Data Sharing Agreement with Participating Third Parties shall ensure:
 - i. Student data may only be shared with the Third Party's employees and contractors if they have a legitimate need for the data in order to perform services within this purpose for the students.
 - ii. The Third Party may not disclose the accessed data to subsequent third parties, and must maintain reasonable security procedures to protect the data
 - iii. The Third Party may not sell the accessed data or use them for targeted advertising or to amass a profile about any student except in furtherance of the specific purposes described above.
 - iv. The Third Party must destroy accessed data if requested by the student or by the Foundation or, if the data are provided by a school district, by the school district.

EXHIBIT B

DATA PRIVACY AND SECURITY ADDENDUM

The purpose of this addendum is to provide a more detailed review of federal and state data privacy and security compliance measures that apply to this Agreement, specifically addressing the requirements of the Family Educational Rights and Privacy Act (“FERPA”), the Children’s Online Privacy Protection Act of 1998 (“COPPA”), California Education Code Section 49073.1, commonly referred to as California Assembly Bill 1584 (or “AB 1584”), and California Business and Professions Code Section 22584, commonly referred to as the “Student Online Personal Information Protection Act” (or “SOPIPA”) or “SB 1177”.

The Foundation for California Community Colleges (“Foundation”), on behalf of its fiscally sponsored project, the California College Guidance Initiative (“CCGI”), receives public funding via the state of California, for the purpose of developing, operating, and maintaining the CaliforniaColleges Website (as defined in the Agreement). Foundation, on behalf of CCGI, sub-contracts with a third party vendor (“Vendor”) to perform the development, operation, and maintenance work. Foundation staff perform data analysis, district support, and serve as the direct point of contact for CaliforniaColleges Website users, as well as managing data sharing relationships and technological articulations with institutions of higher education and financial aid providers.

Foundation Contact for Data Privacy and Security Inquiries

Leigh Ranck
Vice President of CaliforniaColleges.edu
California College Guidance Initiative
Foundation for California Community Colleges
1102 Q Street, Suite 4800
Sacramento, CA 95811
(424) 272-6714
lrnck@californiacolleges.org

Vendor Contacts for Data Privacy and Security Inquiries

Satish Mirle
Chief Executive Officer
MaiaLearning, Inc.
871 Sycamore Drive
Palo Alto, CA 94303
(408) 332-1534
satish@maialearning.com

Barry Coleman
Chief Technology Officer
MaiaLearning, Inc.
871 Sycamore Drive
Palo Alto, CA 94303
(408) 718-9636
Barry@maialearning.com

I. DATA COLLECTION

- A. Foundation, on behalf of CCGI, collects the following information from Districts and/or directly from System Users:
 - 1. Via district-wide electronic transcript file:
 - a) School demographic data
 - b) Student demographic data
 - c) Student course data
 - d) Student test data
 - e) Student ethnicity data
 - 2. Via district-wide electronic course catalog file:
 - a) Course data
 - 3. Via CaliforniaColleges.edu:
 - a) Student-generated data resulting from college and career planning activities like college lists, career lists, major lists, and career assessment results.
- B. As indicated in the Agreement, Education Records, including Student Data, collected from the District continue to be the property of and under the control of the District.
- C. A parent, legal guardian, or Eligible Student must contact District to correct any erroneous information that was uploaded by District into a CaliforniaColleges Website account, as the District is responsible for verifying the accuracy of its Student's Data. Upon receipt of a request to amend erroneous information uploaded by District, District shall notify Foundation and provide to the Foundation an amended transcript file with the correct information. Upon receipt of the amended transcript file, Foundation through Vendor shall upload the amended transcript file within a commercially reasonable time.
- D. Upon termination of this Agreement, System Users will be provided notification and instructions on steps to take in order to retain possession and control of their own student-generated data, if applicable.
- E. Unless a System User elects to maintain their CaliforniaColleges Website account beyond the Term of this Agreement, any Student Data uploaded by District will not be retained or available to Foundation or any third party upon termination of this Agreement.

II. DATA USE

- A. The information listed above is used to create student portfolios on the CaliforniaColleges Website for use in college and career planning and guidance activities.
- B. Education Records, including Student Data, may only be used as specifically required or permitted by this Agreement.
- C. Foundation shall not sell, use or permit any third party to use Student Data, including PII, for commercial purposes or for targeted advertising.

III. WHO HAS ACCESS TO DATA (AUTHORIZED DISCLOSURE)

- A. The information from student's portfolios is only disclosed to the officials or employees of the following groups who have a legitimate interest in the information for purposes consistent with this Agreement:
1. Foundation (collects and maintains Student Data)
 2. Vendor (maintains Student Data)
 3. CaliforniaColleges Website and FTP infrastructure (will not access or use content for any purpose other than as legally required and for maintaining services, and will not directly process or access content)
 4. Any Authorized Third Party listed in Exhibit A to this Agreement (can view Student Data once a student has linked their account to that entity)
 5. Any College or College System to which a System User has applied for admission (can be provided Student Data for the purposes of admission, enrollment, matriculation, placement and supportive services)
 6. System-wide Offices of Educational Segments in California and their employees, contractors, and vendors with a legitimate educational interest in the data for the purpose of performing longitudinal analysis
 7. Any Financial Aid Organization to which a System User has applied for aid, or with whom the District has legally shared Student Data under California law, including, but not limited to, the California Student Aid Commission ("CSAC").
 - a) Under California Education Code §69432.9 Districts are generally required to provide and verify their student's grade point average to the CSAC for the Cal Grant Program application. The Foundation, on behalf of CCGI, and the CSAC may provide PII to CSAC to support CSAC's data matching process by providing CSAC data elements that help to associate the correct SSID with the student's FAFSA if it is launched via the CaliforniaColleges.edu platform. This data matching assistance helps to facilitate the determination of Cal Grant Program eligibility for students who attend and graduate from a District.
 8. The District's County Office of Education for the purpose of assisting in planning or preparing for college or a career, seeking admission to college or financial aid for college, and/or research and analysis to help improve instruction and student success.
 9. Foundation may provide Student Data in an aggregated, non-personally identifiable form, to other contracted entities for the purpose of evaluating the impact and effectiveness of the CCGI program.
- B. The Parties shall maintain policies and procedures for the designation and training of responsible staff members to ensure the confidentiality and security of Student Data. The Foundation provides data security and privacy training on an annual basis to CCGI staff handling student data. The training covers Federal, State, and Local regulations for maintenance of student data, as well as best practices. All new staff undergo data security and privacy training prior to gaining access to CaliforniaColleges.edu. All data is encrypted both at rest and during transmission using commercially reasonable practices.

IV. UNAUTHORIZED DISCLOSURE

- A. The Foundation agrees to maintain an incident response program for purposes of memorializing Foundation's obligations under applicable law in the event Foundation detects any loss due to a Data Breach, or unauthorized access or use of Education Records or Student Data. Upon confirmation of a Data Breach, Foundation will notify District in accordance with its obligations under applicable law.
- B. District is responsible for any notices to parents as may be required under applicable law and for providing the parent(s), guardian(s) or student(s) with an opportunity to inspect and challenge the contents of the Student Data in question. The Foundation shall cooperate with the District in providing such notices and opportunities to review and challenge the content of the Student Data.
- C. The District agrees to cooperate fully with Foundation to ensure Foundation can comply with any notification obligations Foundation may have to student or any other parties for which notification by Foundation may be required under FERPA and any other applicable law.

EXHIBIT C

DATA FILE TECHNICAL SPECIFICATIONS

Exhibit C is included for purposes of more fully describing the Data file and the Data file elements utilized by Foundation for the creation of accounts at www.californiacolleges.edu and to provide transparency with respect to the population of the System Users' plans of study with enrolled and completed courses. In collaboration with district needs, the data File Technical Specifications may be iterated over time.

Refer to the following file specs:

[Student Template](#)

[Course Grade Template](#)

[Test Grade Template](#)

[Course Catalog Template](#)

District agrees to provide a centralized upload (not school site by school site) of Education Records from the local SIS system into the CaliforniaColleges Website or an FTP server, both hosted by Amazon Web Services, using a standard data format with naming conventions and using a pre-defined protocol. Files shall be uploaded on a monthly basis. District may conduct these uploads more frequently if desired, however at least one upload per month is required. In order to ensure that student accounts are populated with current and accurate data, the district must provide uploads:

- 1) Phase I data file (at minimum, school demographic information and student demographic information)
 - a. Several weeks prior to the first week of school to ensure that student accounts can be auto-generated and used by educators for training purposes
- 2) Phase II data file (complete electronic transcript file)
 - a. At the start of the school year
 - b. Immediately preceding the CSU and UC Application period (currently October 1-November 30)
 - c. At the end of each term, once grades have posted
 - d. Immediately preceding the district course scheduling period
 - e. At the end of the school year, once final grades have posted and seniors have graduated

The upload protocol is as follows:

- a) Review all data specifications with Foundation/CCGI team for Phase 1 data files (at minimum, school demographic information and student demographic information)
- b) Prepare and upload Phase 1 data files
- c) Make any necessary corrections to Phase 1 data files to meet upload requirements
- d) Conduct final review of testing on test site to ensure accuracy of Phase 1 upload
- e) Review all data specifications with CCGI team for Phase 2 data files (complete electronic transcript file)
- f) Prepare and upload Phase 2 data files
- g) Make any necessary corrections to Phase 2 data files to meet upload requirements
- h) Conduct final review of data on test site to ensure accuracy of Phase 2 upload

AGENDA ITEM

Agenda Title: Approval of Personnel Action Report No. 9

Meeting Date: February 3, 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. 9.

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. 9

**EUREKA CITY SCHOOLS
PERSONNEL REPORT NO. 9
February 3, 2022**

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

CERTIFICATED PERSONNEL

ASSIGNMENTS

Coyle, Aaron	Counseling Services Director, 1.0 FTE, (EHS), eff. 1/24/22
Cagle, Haillie	Probationary I Elementary PE Teacher, 1.0 FTE, (Alice Birney/Grant), eff. 1/18/22

LEAVES

Berube, SeanPaul	From: Teacher, 1.0 FTE, (Washington) To: Family and Medical Leave, 1.0 FTE, eff. 1/18/22
Donica-Cox, Elizabeth	From: Teacher, 0.4 FTE, (Alice Birney) To: Family and Medical Leave, 0.4 FTE, eff. 1/3/22 – 1/17/22
Montana, Garrett	From: Teacher, 1.0 FTE, (EHS) To: Family and Medical Leave, 1.0 FTE, eff. 1/12/22
Perry Clarke, Susan	From: Teacher, 1.0 FTE, (Alice Birney) To: Family and Medical Leave, 1.0 FTE, eff. 1/31/22 – 2/21/22
Silva, Michele	From: Medical Leave, 1.0 FTE To: School Nurse, 1.0 FTE, (District Wide), eff. 1/3/22
Staiano, Katerina	From: Teacher, 0.8 FTE, (EHS) To: Family and Medical Leave, 0.8 FTE, eff. 1/31/22 – 2/7/22

DAY TO DAY SUBSTITUTE TEACHERS

Hughes, Tyler	Day-to-Day Substitute Teacher, (District), eff. 1/13/22 – 6/17/22
Johnson, Morgan	Day-to-Day Substitute Teacher, (District), eff. 1/25/22 – 6/17/22
Nevarez, Kendall	Day-to-Day Substitute Teacher, (District), eff. 1/26/22 – 6/17/22
Sosa, Jessica	Day-to-Day Substitute Teacher, (District), eff. 1/13/22 – 6/17/22

CLASSIFIED PERSONNEL

RESIGNATIONS

Aubrey, Angelica	Monitor (Grant), 2.5 hrs/day, eff. 1/15/22
------------------	--

Frazer, Kyle
Harrison, Natassia
Jennings, Andrea

Lead Locksmith (DW), 8 hrs/day, eff. 1/8/22
HS Principal's Secretary/Office Mgr (EHS), 8 hrs/day, eff. 2/1/22
Custodian (Eureka High), 8 hrs/day, eff. 1/29/22

ASSIGNMENTS

Bengston, Mikaylah
Boyd, Sarah
Cox, Rachel
Iannelli, Annalise
Jackson, Alycia
Lenhart, Lorene
Petit, Linda
Porter, Donna
Pregler, Michael
Smith, Megan
Vickers, Haley

Classroom Aide (Washington), 1 hr/day, eff. 11/4/21
Instr Asst Spec Ed III (DW), 7 hrs/day, eff. 1/18/22
English Learner Technician (CIS), 2 hrs/day, eff. 1/24/22
Instr Asst Spec Ed III (DW), 7 hrs/day, eff. 1/6/22
Instr Asst Spec Ed III (Zane), 7 hrs/day, eff. 1/18/22
Classroom Aide (Grant), 5 hrs/day, eff. 1/11/22
Covid Testing Supp Aide (Laf/AB), 5 hrs/day, eff. 1/26/22
Instr Asst Spec Ed III (DW), 3 hrs/day, eff. 1/6/22
Campus Supervisor (EHS), 8 hrs/day, eff. 1/24/22
Classroom Aide (Grant), 5 hrs/day, eff. 1/18/22
Food Service Worker (CK/Satellite), 6.5 hrs/day, eff. 1/5/22

SPECIAL APPOINTMENTS

Carrick, Ayla
Carrick, Ayla
Carrick, Ayla
Cox, Rachel
Cox, Rachel
Hansen, Karla
Huffman, Shiloh
Popoff, Natalie
Puzz, Abigail

Instr Asst Spec Ed Sub, eff. 1/13/22
Literacy Tech Sub, eff. 1/13/22
Monitor Sub, eff. 1/13/22
Literacy Tech (Zoe Barnum), 4 hrs/day, eff. 1/24/22 - 6/16/22
After School Prog Asst (Grant), 2 hrs/day, eff. 1/24/22 - 6/16/22
Food Service Sub, eff. 1/26/22
After-School Prog Asst (AB), 1.5 hrs/day, eff. 1/6/22 - 6/16/22
After-School Prog Asst (AB), 1.7 hrs/day, eff. 1/14/22 - 6/16/22
Covid Testing Support Aide Sub, eff. 1/13/22

CHANGE OF STATUS

Adair, Cassandra

From: Instr Assistant Special Ed III (Wash), 6 hrs/day and
After-School Prog Asst (Wash), 2 hrs/day
To: Instr Assistant Special Ed III (Wash), 6.5 hrs/day and
After-School Prog Asst (Wash), 1.5 hrs/day, eff. 1/3/22

Alves, Cassidy

From: Instr Assistant Special Ed III (Grant), 6.5 hrs/day
To: Instr Assistant Special Ed III (Grant), 7 hrs/day, eff. 1/3/22

Anderson, Lisa

From: Instr Assistant Special Ed III (Wash), 6 hrs/day and
After-School Prog Asst (Wash), 2 hrs/day
To: Instr Assistant Special Ed III (Wash), 6.5 hrs/day and
After-School Prog Asst (Wash), 1.5 hrs/day, eff. 1/3/22

Barres, Erin

From: Math Technician (Washington), 6 hrs/day
To: Math Technician (Washington), 6.5 hrs/day, eff. 1/3/22

Brower, Crystal	From: Instr Assistant Special Ed III (DW), 6 hrs/day To: Instr Assistant Special Ed III (DW), 6.5 hrs/day, eff. 1/7/22
Collins, Victoria	From: After-School Prog Asst (Winship), 3 hrs/day To: After-School Prog Asst (Winship), 4 hrs/day, eff. 10/6/21
Cook, Jessica	From: After-Sch Prog Asst (Zane), 3.6 hrs/day To: After-School Prog Asst (Zane), 4 hrs/day, eff. 10/22/21 To: Lead After-Sch Prog Asst (Zane), 4 hrs/day, eff. 1/14/22
Fittinghoff, Marina	From: Classroom Aide (Lafayette), 5 hrs/day and After-School Prog Asst (Lafayette), 3 hrs/day To: Classroom Aide (Lafayette), 6 hrs/day and After-School Prog Asst (Lafayette), 2 hrs/day, eff. 1/3/22
Francis-Stamm, Joanna	From: Classroom Aide (Washington), 5 hrs/day To: Classroom Aide (Washington), 5.5 hrs/day, eff. 1/3/22
Fuentes-Zittel, Diana	From: Behavioral Support Asst (Grant), 6 hrs/day, To: Behavioral Support Asst (Grant), 6.5 hrs/day, eff. 1/3/22
Huffman, Shiloh	From: Classroom Aide (Alice Birney), 5 hrs/day To: Classroom Aide (Alice Birney), 6 hrs/day, eff. 1/3/22
Jensen, Karyn	From: Classroom Aide (Alice Birney), 5 hrs/day To: Classroom Aide (Alice Birney), 6 hrs/day, eff. 1/3/22
Mann, Becki	From: Food Service Worker (CK/Lafayette), 8 hrs/day To: Food Service Worker (Eureka High), 8 hrs/day, eff. 1/6/22
Montero-Cabrera, Ashley	From: After-Sch Prog Asst (Wash), 3.8 hrs/day To: Lead After-Sch Prog Asst (Wash), 4 hrs/day, eff. 1/13/22
Moua, Pang	From: Classroom Aide (Grant), 5 hrs/day and After-School Prog Asst (Grant), 3 hrs/day To: Student Services Coordinator (Grant), 5 hrs/day and Classroom Aide (Grant), 3 hrs/day, eff. 1/3/22
Munguia, Emma	From: Classroom Aide (Grant), 5 hrs/day To: Classroom Aide (Grant), 6.5 hrs/day, eff. 1/3/22
Pollero, Katelynn	From: Preschool Monitor (Winzler), 3 hrs/day and After-School Prog Asst (Laf), 3 hrs/day To: Preschool Monitor (Winzler), 3 hrs/day and Lead After-School Prog Asst (Laf), 4 hrs/day, eff. 1/18/22

Rosario, Siah	From: Classroom Aide (Washington), 5 hrs/day To: Classroom Aide (Washington), 5.5 hrs/day, eff. 1/3/22
Smith, Lucy	From: Classroom Aide (Alice Birney), 6 hrs/day To: Classroom Aide (Alice Birney), 6.25 hrs/day, eff. 1/3/22
Souza, Vanessa	From: Instr Assistant Special Ed III (Grant), 5.5 hrs/day and Monitor (Grant), .75 hrs/day To: Instr Assistant Special Ed III (Grant), 6 hrs/day and Monitor (Grant), .5 hrs/day, eff. 1/3/22
Stewart, Kristen	From: Instr Assistant Special Ed III (Wash), 6.5 hrs/day To: Instr Assistant Special Ed III (Wash), 7 hrs/day, eff. 1/3/22
Torres, Ben Joaquin	From: Food Service Worker (CK), 7 hrs/day To: Food Service Worker (CK), 8 hrs/day, eff. 1/3/22
Wagner, Tiffinie	From: School Bus Driver (CY), 5.5 hrs/day To: School Bus Driver (CY), 6 hrs/day, eff. 1/3/22
Walkow-Rose, Michelle	From: Instr Assistant Special Ed I (Wash), 5 hrs/day To: Instr Assistant Special Ed I (Wash), 5.5 hrs/day, eff. 1/3/22
Wicklander, Colleen	From: Assistant Cook (EHS), 8 hrs/day To: Cook Manager (EHS), 8 hrs/day, eff. 11/19/21

LEAVES

Conley, Michelle	From: Middle School Secretary (Zane), 8 hrs/day To: Family and Medical Leave, eff. 1/4/22 - 2/6/22
Davies, Eric	From: Elementary Lead Custodian (Grant), 8 hrs/day To: Family and Medical Leave, eff. 12/3/21 - 1/18/22
Francis, Kristin	From: Instr Assistant Special Ed I (DW), 7.2 hrs/day To: Family and Medical Leave, eff. 1/3/22 - 2/19/22
Lenhart, Lorene	From: Classroom Aide (Grant), 5 hrs/day To: Classroom Aide (Grant), 4 hrs/day Partial Unpaid Leave of Absence, eff. 1/11/22 - 6/16/22
Rivera, Stephanie	From: Literacy Technician (Alice Birney), 3 hrs/day To: Unpaid Leave of Absence, eff. 1/3/22 - 1/7/22

Taylor, Lila

From: After-Sch Prog Asst (Grant), 3 hrs/day

To: Lead After-Sch Prog Asst (Grant), 4 hrs/day, eff. 1/20/22

To: Lead After-Sch Prog Asst (Grant), 3.6 hrs/day,
Partial Unpaid Leave of Absence, eff. 1/20/22 - 5/13/22

AGENDA ITEM

Agenda Title: Approval of Memorandum of Understanding Between Fortuna Union High School District as Financial Agent for North Coast Agriculture Partners and Eureka City Schools

Meeting Date: February 3, 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 Fortuna Union High School District (FUHSD) as Financial Agent for the North Coast Agriculture Partners Consortium (NCAP Consortium), K12 Strong Workforce Program Grantee and Eureka City Schools (ECS).

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

The MOU sets forth, defines and establishes mutual agreements, understandings, and obligations by and between FUHSD, as the Financial Agent for the NCAP Consortium, and ECS. The MOU is effective January 1, 2022 through December 21, 2023.

STRATEGIC PLAN/PRIORITY AREA:

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

This MOU was last approved on November 9, 2017.

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

MEMORANDUM OF UNDERSTANDING (MOU)
Between the Fortuna Union High School District (FUHSD)
as Financial Agent for the
North Coast Agriculture Partners Consortium, K12 Strong Workforce Program Grantee
and Eureka City Schools (ECS)

RECITALS

- A. Fortuna Union High School District (“FUHSD”) is the acting financial agent (“FA”) for the K12 Strong Workforce Program (“SWP”) grantee consortium known as North Coast Agriculture Partners (“NCAP”).
- B. NCAP consists of six high school districts, and one community colleges located in the North Far North Region: **Eureka City Schools**, Ferndale Unified School District, Northern Humboldt Union High School District, Del Norte County High School District, Anderson Valley Unified School District, Fortuna Union High School District, and College of the Redwoods.
- C. The purpose of this MOU is to set forth, define, and establish mutual agreements, understandings, and obligations by and between the FUHSD, as the FA for the NCAP Consortium SWP, and ECS.
- D. Once approved by the parties, the effective dates of this MOU will be **January 1, 2022** through **December 31, 2023**.

TERMS and CONDITIONS

I. FUHSD, as FA for NCAP Consortium agrees to:

- a. Provide services to perform the reasonable duties of managing grant funds as the NCAP Consortium FA.
- b. Provide office space, supplies and equipment as necessary for the Program Specialist to carry out the job duties defined in the grant. See attachment A.
- c. Provide reimbursement funds to participating districts for substitute costs deemed necessary by the Program Specialist to carry out the terms of the grant.
- d. Purchase, acquire and deliver equipment, supplies, and services to participating districts as outlined in the grant narrative.
- e. Provide in-service and training for staff members in the Agriculture pathway.
- f. Facilitate formal collaboration between the secondary, post-secondary, and business partners of the NCAP Consortium.

- g. Facilitate student participation in activities to develop personal career readiness skills.

II. ECS, as a NCAP Consortium partner, agrees to:

- a. Commit to fully implement career pathway programs in the area of Agriculture.
- b. Form a strong collaboration, documented in a formal agreement, with NCAP Consortium post-secondary partners, agriculture business partners, and other agencies to create a link with industry work based opportunities for students.
- c. Recruit students into the career pathway representative of overall school population.
- d. Provide dedicated, credentialed and highly qualified Agriculture teachers and staff to work on the career pathway program who can facilitate efforts to coordinate with postsecondary education.
- e. Work with various entities to develop seamless transitions for students into postsecondary education, employment and or training in the area of Agriculture.
- f. Establish opportunities for all pathway students to:
 - 1. Explore community college credit options through dual enrollment opportunities.
 - 2. Participate in appropriately sequenced work-place experiences to make informed choices among postsecondary options.
 - 3. Participate in activities to develop personal career readiness skills which are required for success in the workplace.
- g. Provide pathway teachers release time for relevant, ongoing professional development including support and frequent opportunities for reflection and collaboration during the school year. This includes activities that are developed specifically by the NCAP Consortium as well as those supported by the California Agriculture Teachers Association (“CATA”) professional organization that relate to student leadership development, career development skills, curriculum development, and other professional development. The activities deemed necessary by the Program Specialist will be financially supported by NCAP.
- h. Process payroll expenses for substitute costs to be reimbursed by the FA that have been approved by the Program Specialist as part of the NCAP Consortium activities.

- i. Maximize available funding streams (in addition to the grant funding) to support the needs of participating students within the career pathway.
- j. Support the Agriculture Career Pathways and NCAP Consortium beyond the funding cycle of the grant.
- k. Provide the Program Specialist with necessary data and/or access to student data systems for reporting information required by the grant in a timely and consistent manner.
- l. Work to meet the goals and program outcome measures that were established for the NCAP Consortium.

III. ECS will be responsible for the following program deliverables:

- a. ECS will provide the Program Specialist with necessary data and access to student data systems on a quarterly basis, or more frequently as determined by the funding rules to report information required by the grant until December 31, 2023.
- b. ECS will provide access to student data of students enrolled in the Agriscience pathway that reflects evidence of students involved in inter-curricular workplace learning as part of their grade.
- c. ECS will guarantee that any equipment, supplies, or capital outlay items purchased by the NCAP Consortium will be for the sole use of the Agriculture Department.
- d. EHS will provide the Program Specialist and FUHSD with evidence of the necessary committed matching funds required by the grant.
- e. Reporting data and uploads to Cal Pass, Cal Pads and Nova as required by the SWP Grant.

IV. TERMINATION

- a. This MOU will terminate at midnight on December 31, 2023.
- b. Either party may terminate this agreement at any time prior to December 31, 2023 and for any reason upon giving **90 days** written notice to the FA.

V. MISCELLANEOUS

- a. Entire Agreement.

This MOU constitutes the final, complete, and exclusive statement of the terms of the agreement between the parties pertaining to the mutual agreements, understandings, and obligations by and between the parties, and supersedes all prior and contemporaneous understandings or MOUs of the parties on this subject. No party has been induced to enter into this MOU by, nor is any party relying on any representation or warranty outside those expressly set forth in this MOU.

b. Amendment.

The provisions of this MOU may be modified only by mutual agreement of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.

c. Notices

Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the most recent address specified by the addressee. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

d. Waiver.

Any of the terms or conditions of this MOU may be waived at any time by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction either of that term or condition as it applies on a subsequent occasion or any other term or condition of this MOU.

e. Assignment.

Neither party may assign any rights or benefits or delegate any duties under this MOU without the written consent of the other party. Any purported assignment without written consent shall be void.

f. Parties in Interest.

Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns. Nothing in this MOU is intended to relieve or discharge the obligation or liability of any third person to either party to this MOU. No provision in this MOU shall give any third person any right of subrogation or action against either party to this MOU.

g. Severability.

If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.

h. Conflict.

In the event a conflict arises between any of the provisions of this MOU, By-Laws, or the Operating Policies of NCAP and the CCPT grant, the provisions of the CCPT grant shall prevail.

i. Counterparts.

This MOU may be executed simultaneously in any number of counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed by their duly authorized representative.

Glen Senestraro, Superintendent
Fortuna Union High School District

Sandra A. Dale, Program Specialist
North Coast Agriculture Partners

Date

Date

Fred Van Vleck, Superintendent
Eureka City Schools

Date

AGENDA ITEM

Agenda Title: Approval of NECEP Grant with Yurok Tribe

Meeting Date: February 3, 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 The implementation of Action Plan for NECEP Native Student System of Support.

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 to support the academic and cultural needs of our Native American and Alaska Native students. This NECEP grant provides additional funding and covers a broad spectrum of expenses that are not covered under Title VI.

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)*

none.

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

Grant award amount; \$134,000.00

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

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- NECEP Contract



CONTRACT AGREEMENT

THIS CONTRACT AGREEMENT IS BETWEEN

Yurok Tribe	Eureka City Schools (ECS)
PO Box 1027	2100 J St.
190 Klamath Boulevard	AND Eureka, CA 95501
Klamath, California 95548	(707) 441-2400
(707) 482-1350	

FOR THE YUROK TRIBE

Department: Education

Contact Person: Jim McQuillen, Education Director

Phone Number: (707) 460-6910

Brief Description of Contract:

Implementation of plan for the Native Educational Choices and Empowerment Program (NECEP) Native Student System of Support as outlined in the attached NECEP Native SOS Description and Addendum A.

Contract Provisions At-a-Glance

Contract Amount: \$134,000
 Contract Time Frame: 11/1/21-9/30/22
 Department Code: 120
 Project Code: 7111
 Account Code: 6055
 Agenda Item No.: _____
 TERO Permit #: _____

Department Review (please submit to departments in order listed):

Department Director: _____ Date: _____

- 1) COMPLIANCE: _____ Date: _____
- 2) TERO: _____ Date: _____
- 3) LEGAL: _____ Date: _____
- 4) FISCAL: _____ Date: _____
- 5) EXECUTIVE: _____ Date: _____



INDEPENDENT CONTRACTOR AGREEMENT

This Agreement, entered into as of the date of last signature ("Effective Date"), is between **YUROK TRIBE** and **EUREKA CITY SCHOOLS** ("Contractor") (collectively, "the Parties").

The Parties agree as follows:

1. **Contract Type.** The Parties enter into this Agreement, which is best described as a bilateral fixed price contract.
2. **Project Covered.** Yurok Tribe hereby engages Contractor to implement the Action Plan ("Plan") for Expanded Services within the Native Educational Choices and Empowerment Program (NECEP) Native Student System of Support as outlined in the attached Addendum A and NECEP Native System of Support (SOS) Description ("the Project"). Contractor shall implement identified and defined approaches to integrate services based on student needs and NECEP objectives. Contractor shall use the Plan for the implementation of these approaches to integrate student services where students are, in schools and out of schools through group programming and/or individual student services. Contractor shall document, track and report data needed to integrate services through the NECEP project and for grant reporting needs. Implementation of these services must be spread evenly over the Eureka area schools. Contractor shall provide the educational services as defined in the Addendum A.
3. **Taxpayer Identification Number.** Prior to commencing the Project, Contractor shall provide Yurok Tribe with a duly executed IRS Form W-9 and obtain an Employer Identification Number (EIN) from the IRS and an EDD registration number. Where an EIN is not provided, contractor shall provide his/her Social Security Number (SSN).
4. **No Training or Instructions.** Yurok Tribe enters into this Agreement based on Contractor's demonstrated ability to perform the type of services that it believes, and that Contractor has represented, are needed to accomplish the Project. Consequently, Yurok Tribe does not contemplate providing Contractor with any training or instructions with respect to the Project.
5. **Intent of Independent Contractor Relationship.**



(a) The Parties intend that the relationship created by this Agreement shall be that of service recipient and independent contractor.

(b) For all purposes, including but not limited to the Federal Insurance Contributions Act ("FICA"), the Social Security Act, the Federal Unemployment Tax Act ("FUTA"), income tax withholding requirements, California Personal Income Tax Withholding ("PIT"), California Unemployment taxes ("UI"), California Disability Insurance ("SDI"), and all other federal, state and local laws, rules and regulations, Contractor (and all Contractor's respective employees, if any) shall be treated as an independent contractor and not as an employee with respect to Yurok Tribe.

6. **No Benefits.** None of the benefits that are provided by the Yurok Tribe to its employees shall be available to Contractor (or Contractor's employees, if any, which for purposes of this paragraph shall be included in the term "Contractor"). Contractor's exclusion from benefit programs maintained by Yurok Tribe is a material term of the terms of compensation negotiated by the Parties, and is not premised on Contractor's status as a non-employee with respect to Yurok Tribe. To the extent that Contractor may become eligible for any benefit programs maintained by Yurok Tribe (regardless of the timing of or reason for eligibility), Contractor hereby waives all rights to participate in these programs. Contractor's waiver is not conditioned on any representation or assumption concerning Contractor's status under the common law test. Contractor agrees that, consistent with his independent contractor status, Contractor will not apply for any government-sponsored benefits that are intended to apply to employees, including, but not limited to, unemployment benefits.

7. **Tax Reporting and Filing.** Contractor acknowledges and agrees that Contractor shall be responsible (as a self-employed individual) for filing all tax returns, tax declarations, and tax schedules, and for the payment of all taxes required, when due, with respect to all compensation earned by Contractor under this Agreement. Yurok Tribe will not withhold any employment taxes from compensation it pays Contractor. Rather, Yurok Tribe will report the amount it pays Contractor on IRS Forms 1099, to the extent required to do so under applicable Internal Revenue Code provisions and state or local law.

8. **Compensation.** Contractor's compensation for the Project shall not exceed \$134,000, payable by invoice every two months. The



maximum, total contract amount stated includes any TERO Fee. Travel expenses are not included in the maximum, total contract amount and are not authorized. Contractor shall be solely responsible for all costs incurred in connection with the accomplishment of the Project. Upon receiving each detailed invoice for this contract, the Yurok Tribe Fiscal Department shall have thirty (30) working days to process payment. Final payment of the contract shall not be paid until the contract has been completed and approved by the Education Department and Tribal Council.

9. **Liability Insurance.** Liability insurance in the amount of \$1,000,000 is required to be obtained by the Contractor no less than five (5) days prior to commencement of this project. A certificate of insurance naming the Yurok Tribe as additionally insured shall be filed with the Yurok Tribe at the same time. The Tribe will assume no liability based upon negligence or intentional acts of the Contractor and should such negligence or intentional acts occur, Contractor agrees to assume full liability and indemnify and hold Yurok Tribe harmless for all such actions.

10. **Equipment and Tools.** Contractor shall provide and be responsible for maintaining any equipment and tools that Contractor uses, or determines is necessary, to accomplish the Project.

11. **Manner, Time, and Location.** See attached Scope of Work, labeled as Addendum A.

12. **Personnel.** Contractor shall have or shall secure sufficient personnel to complete the requirements under this Agreement. No Tribal employees shall be hired by the Contractor or his/her representatives for work under this Agreement.

13. **Right to Engage Assistants.** Contractor shall have the right to engage others to assist in the accomplishment of the Project. Contractor shall be solely responsible for paying all compensation owed to any assistants engaged and for paying, and/or withholding and remitting to the appropriate government agency, any applicable employment taxes that might be owed with respect to this compensation. Contractor also shall indemnify and hold Yurok Tribe harmless against any and all liabilities attributable to the obligations imposed on Contractor under this Paragraph 13. The Parties acknowledge that Contractor shall retain the exclusive right to determine which workers Contractor shall engage for these purposes. Contractor agrees to provide proof of Workers' Compensation insurance coverage for all assistants he engages.



14. **Tribal Employment Rights Ordinance (TERO).** Contractor acknowledges that Contractor has had the opportunity to read the Yurok Tribe TERO Ordinance, is fully aware of the legal effects of the TERO Ordinance on this agreement, and agrees to comply with the TERO Ordinance, including payment of all applicable TERO fees. **The TERO fee of 1% will be automatically deducted upon receipt of any invoice.**

15. **Performing Services for Others.** Yurok Tribe agrees that Contractor may perform services for others, so long as the performance of these services does not interfere with the completion of the Project.

16. **Oversight and Status Reports.** The Yurok Education Department is charged with the administration and reporting responsibilities necessary to meeting the general and special provision of this Agreement. Any questions regarding Agreement compliance should be directed to the Yurok Tribal Council. Monthly Status Reports and Monthly Updates will be required under this Agreement. Contractor will identify appropriate staff to undergo training in preparation to utilize the NECEP Native Student System of Support Online Platform.

17. **Confidentiality.** Contractor agrees that it obtains only the right to use any data and information provided by the Yurok Tribe, its agents, or its representatives or developed by Contractor for the sole purpose of completing the Project. Data is a generic term to cover technical data, computer software, and special works, etc. Contractor agrees that no right, title, or interest in or to any copyrights, trademarks, or other proprietary rights relating to the data or information is transferred or licensed from the Yurok Tribe to Contractor. This Agreement does not grant Contractor the right to reveal, discuss, or transfer any data to third parties, other than as provided in this Agreement. Contractor understands and agrees that, despite any wording to the contrary in this Agreement, it shall not transfer cultural data to third parties without written authorization from the Yurok Tribe. The provisions of this section will survive the expiration or termination of this Agreement.

18. **Cultural Clearance.** Part of the mission of the Yurok Tribe is to restore and preserve Tribal traditions, customs, language and ancestral rights. The following provisions are identified to protect and promote cultural items as applicable: N/A.



19. **Ownership of Information and Documents.** Any and all data, information, discussions, memoranda, presentations and documents developed or prepared by Contractor for the Project shall be held in strict confidence and shall not be used by Contractor for any other work unless approved by the Yurok Tribal Council in writing prior to any disclosure of such information. The Yurok Tribe may require all such information to be marked with the legend "Property of the Yurok Tribe - Confidential - Do Not Disclose." Immediately upon expiration, suspension, or termination of this agreement, Contractor agrees to provide the Yurok Tribe all such data, documents, and other information, whether generated by Contractor or received by Contractor from the Yurok Tribe that is in Contractor's possession or under its control. This shall not preclude disclosure of information pursuant to judicial or administrative processes of the Yurok Tribal Court or other court with competent jurisdiction. The provisions of this section will survive the expiration or termination of this Agreement.

20. **Term; Completion Date.** The starting date of this Project is November 1, 2021. Contractor agrees to complete the Project by no later than September 30, 2022. The Contractor represents that it has sufficient resources to guarantee start and completion of the contract within the specified time period. This Agreement shall expire upon completion of the Project unless otherwise terminated pursuant to the terms of this Agreement.

21. **Termination For Cause.** In the case of a material breach of this Agreement by one Party, the other Party shall have the right to terminate this Agreement with no advance notice if, after providing the breaching Party with notice of the breach, the breaching Party fails to cure the breach within ten (10) days after receipt of the notice of breach. In such case, the Yurok Tribe may complete the Project by whatever method the Yurok Tribe deems expedient.

22. **Termination by the Yurok Tribe for Convenience.** The Yurok Tribe reserves the right to terminate the Agreement at any time upon determination of the Tribal Council that it is in the best interest of the Yurok Tribe. The Yurok Tribe shall provide Contractor notice specifying the date of termination. All finished or unfinished work and materials previously paid for shall, at the option of the Yurok Tribe, become the Yurok Tribe's property. Contractor shall be paid for all costs incurred for work provided up to the date of termination.



23. **Sovereign Immunity.** Nothing in this agreement shall be deemed or construed to be a waiver of the sovereign immunity of the Yurok Tribe or Yurok Tribal officials or employees acting within their official or individual capacities.

24. **Drug and Alcohol Policy.** Contractor and all employees or subcontractors of Contractor working on Tribal property are subject to the Yurok Tribe's Drug and Alcohol Free Workplace Policy.

25. **Byrd Anti-Lobbying Amendment, 31 U.S.C. § 1352 (as amended).** Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient. A copy of the Certification Regarding Lobbying is available from the Yurok Grants and Compliance Office.

26. **Access to and Retention of Records.** The following access to records requirements apply to this contract:

- a. The contractor agrees to provide the Yurok Tribe, the Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity (PTE) or any of their authorized representatives access to any books, documents, papers, and records of the Contractor which are directly pertinent to this contract for the purposes of making audits, examinations, excerpts, and transcriptions.
- b. The Contractor agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed.
- c. The Contractor agrees to provide the Yurok Department Lead or his/her authorized representatives access to construction or other work sites pertaining to the work being completed under the contract.
- d. Financial records, supporting documents, statistical records, and all other Tribal records pertinent to a



Federal award must be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or PTE in the case of the subrecipient. Should Contractor have any questions regarding the length of required document retention, they are to contact the Tribe immediately.

27. **Indemnification.** Contractor indemnifies and holds harmless Yurok Tribe from and against any and all liabilities, losses, damages, claims or causes of action, and any connected expenses (including reasonable attorneys' fees) that are caused, directly or indirectly, by or as a result of the performance by Contractor or its employees or agents of the Project. The Yurok Tribe indemnifies Contractor for any and all claims resulting from the Yurok Tribe's use of data, documents, or other information prepared by the Contractor for the Project for purposes beyond those of this Agreement.

28. **Performance Bond.** The Tribe reserves the right to require that a bond satisfactory to the Approving officer in an amount equal to the value of this contract be delivered before a notice to proceed is issued.

29. **Notices.** Any notice under this Agreement must be in writing and shall be effective upon delivery by hand or three (3) business days after deposit in the United States mail, postage prepaid, certified or registered, and addressed to Yurok Tribe or to Contractor at the corresponding address below. Contractor shall be obligated to notify Yurok Tribe in writing of any change in their address. Notice of change of address shall be effective only when done in accordance with this Paragraph.

Yurok Tribe's Notice Address:

Jim McQuillen
Education Director
Yurok Tribe
PO Box 1027
190 Klamath Boulevard
Klamath, California 95548
(707) 482-1350



Contractor's Notice Address:

Eureka City Schools (ECS)
2100 J St.
Eureka, CA 95501
(707) 441-2400

30. **Integration.** This Agreement is intended to be the final, complete, and exclusive statement of the terms of Contractor's engagement by Yurok Tribe. This Agreement supersedes all other prior and contemporaneous agreements and statements, whether written or oral, express or implied, pertaining in any manner to the engagement of Contractor, and it may not be contradicted by evidence of any prior or contemporaneous statements or agreements. To the extent that the practices, policies, or procedures of Yurok Tribe, now or in the future, apply to Contractor and are inconsistent with the terms of this Agreement, the provisions of this Agreement shall control.

31. **Amendments; Waivers.** This Agreement may not be amended except by an instrument in writing, signed by each of the Parties. Failure to exercise any right under this Agreement shall not constitute a waiver of such right.

32. **Assignment; Successors and Assigns.** Neither Yurok Tribe nor Contractor shall assign any rights or obligations under this Agreement.

33. **Severability.** If a court or arbitrator holds any provision of this Agreement to be invalid, unenforceable, or void, the remainder of this Agreement shall remain in full force and effect, however, nothing in this section shall be construed to waive the Yurok Tribe's sovereign immunity.

34. **Account Number.** Payment for services rendered by Contractor shall be made from account number 7111.

35. **Bid Protest and Contract Claims.** The Tribe alone shall be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the Tribe of any contractual responsibilities under this Agreement. A federal awarding agency will not substitute its judgment for that of the Tribe unless the matter is primarily a Federal concern. Violations



of law will be referred to the Tribal, local, State, or Federal authority having proper jurisdiction.


36. **Dispute Resolution.** In the event of any dispute between the Parties, Contractor will not stop work but will continue to diligently complete the Project in the manner directed by the Yurok Tribe.

37. **Interpretation.** This Agreement shall be construed as a whole, according to its fair meaning, and not in favor of or against any Party. By way of example and not in limitation, this Agreement shall not be construed in favor of the Party receiving a benefit nor against the Party responsible for any particular language in this Agreement. Captions are used for reference purposes only and should be ignored in the interpretation of the Agreement.

38. **Contractor Acknowledgment.** Contractor acknowledges that Contractor has read and understands this agreement and has had the opportunity to consult legal counsel in regard to this Agreement. Contractor further acknowledges that Contractor has entered into it freely and voluntarily and based on Contractor's own judgment and not on any representations or promises other than those contained in this Agreement and further agrees to submit to the jurisdiction of the Yurok Tribal Court for all actions arising out of this Agreement.

The Parties have duly executed this Agreement as of the date of last signature.

Eureka City Schools



Fred Van Vleck, Ed.D.
Superintendent, Eureka City Schools

Date: 1/25/22

YUROK TRIBE



Jim McQuillen, MA
Education Director

Date: _____

Joseph L. James, Chair
Yurok Tribe

Date: _____

Brief Description of Contract:

The implementation of Action Plan for NECEP Native Student System of Support as outlined in Addendum A and the NECEP Native SOS Description.



ADDENDUM A

SCOPE OF WORK

Native Educational Choices and Empowerment Program (NECEP) Eureka City Schools (ECS)

SCOPE STATEMENT

During the second year of the NECEP grant, Eureka City Schools (ECS) agrees to Implement Expanded Native Student System of Support Services as outlined in the Agreement, this Addendum, and NECEP description. Contractor is expected to implement identified and defined approaches to integrate services based on American Indian student needs and NECEP objectives. Contractor is expected to implement approaches to integrate student services where students are, in schools and out of schools, through group programming and/or individual student services.

PROJECT TIMELINE

October 1st, 2021 - September 30th, 2022.

EDUCATIONAL SERVICES EXPANSION

ECS shall provide the following educational services to American Indian K-12 students for the Project

- **Implement Expanded Services:**
 1. Collaboration and Coordination with local Language and Cultural Programs to provide on and off campus opportunities
 2. Activities to develop and implement the Expansion of Native American Studies High School Classes
 3. Learning Communities for Language, Culture, and Academic Education
 4. Expansion of Dual Enrollment opportunities
 5. Additional Faculty-led Math Tutoring
 6. Additional Faculty-led Language Arts Tutoring
 7. Help and Support for Distance Learning
 8. Provide students career pathway interest inventories and connections to meaningful employment.
 9. Expanded Career Readiness Program
 10. Technical Education Training and Certification Opportunities
 11. School-based Health Services Expansion
 12. Native Student Credit Recovery
 13. Native STEM/Robotics Program
 14. Books and Educational Materials



15. NECEP Native Student System of Support Social Marketing

- **Promote student connectedness to positive developmental relationships:**
 - Match Native students with cultural mentors
 - Identify and facilitate the training of Native Students in Sources of Strength curriculum
 - Establish Native American Mental health Alliance group in Schools
- **Support the increase of cultural enrichment activities available to Native Students.**
- **Support the increase of Parent/guardian/caregiver engagement and involvement in student success,**
- **Support and work regularly with students and families:**
 - Assist Students and Families in Student support selection of services via NECEP Student Services Portal
- **Participate regularly in weekly NECEP Native Student System of Support meetings.**
- **Implementation and provision of Native Student services and materials:**
 - Student and Family Centered educational services
 - Apprenticeships leading to certification
 - Career Technical Education
 - Supplemental special education
 - Providing school supplies to students, such as books, basic supplies, fees, athletic items such as shoes (if needed) or a computer.
 - Access to Books, Materials, and Education Technology
 - Tutoring Services
 - Test Prep and application fees
 - Including Industry Recognized Certificates
 - Implementation of Culturally Sustaining and Revitalizing Pedagogies
 - Integration of Native Language and Culture into services
 - Support for Native Student Dual Enrollment Opportunities
 - Summer or afterschool programs
 - Student Transportation Plan
 - Coordination of Summer Work Experience Opportunities
 - Coordination of Supplemental Counseling Services
 - Other Education-related Services that are reasonable and necessary for the NECEP Native Student System of Support



expansion.

- Hire a position to fulfill the requirements of the School District Liaison, which will:

EDUCATIONAL SERVICES EXPANSION COST

Subject to the Compensation provisions of this Agreement, Grantee shall pay Eureka City Schools a total \$134,000 for supporting, development and implementation of the NECEP Native Student System of Support for the implementation period of October 1st, 2021, to September 30th, 2022.

The Contractor's Compensation shall be in accordance with the following provisions:

- \$99,000 will be used to fund one full time (1.0 FTE) employee to fulfill the duties of the Student Family Liaison. 90% of their time will be used for Direct Services and 10% of their time will be used for Data and Reporting.
 - o The Student Family Liaisons will:
 - provide direct academic support and mentoring to students and work with secondary students to develop Individualize Post-Secondary Plans.
 - conduct monthly (or, if need be, more often) grade and progress checks (and ensure this information is shared with the Tribal Education Departments).
 - work with Tribal and other school staff to arrange support and enrichment services, manage local resources, ensure alignment with Title 6 staff and activities, work with teachers to implement Native student-focused activities and curriculum as well as other project activities.
 - Manage, verify and track student referrals through the Student Portal; including their allocation of the SCRF fund, and their contacts with students. Provide data required for grant reporting and tracking.
 - will utilize the NECEP Native Student System of Support Online Platform.
Will participate in NECEP Project identified Review Process for Student Portal request.
- \$35,000 will be used to fund the Student Choice Resource Fund (SCRF). The SCRF will be used to provide items / goods / and services identified and requested from students and their parent/guardian through the Student Portal.



- o The SCRF will be used to expand on services that are already accessible to the American Indian Students.
- o The SCRF will not be used to supplant funding that is already available to American Indian Students.
- o Each American Indian student, k-12, in the Eureka City School District, will be given equal opportunity to use the Student Choice Resource Fund.
- o Eureka City School District agrees to participate in the NECEP Project Team identified review process to fulfill requests.
- o The SRCR is available on a First come first serve requests through the student portal for American Indian students
- o Each American Indian Student has a cap of \$150. If they have request over their cap, they will need to be reviewed.
- o The SCRF account Pays for the item automatically for requests up to \$150
- o Appropriate Requests over \$150 require the district T-6 committee (At least two parents and an administrator) to review and approve the request.
- o Larger dollar item individual student requests, over \$500, would go to the Yurok Tribe's SCRF pool, for consideration. Example of these request are higher cost requests such as travel to a leadership conference, out of area student conferences, student supply items over \$500, or other support requested by a student.
- o Requests from students could include: School supply items, computers or a partial cost of a computer, Extracurricular and co-curricular student supply items (tennis shoes, uniforms), science project supplies, cultural learning or cultural project supplies, or travel to a student conference.
- o Request through the Student Portal should be done as early as possible, at least 3 weeks before the request is needed, to ensure there is time to get the resources request to the student in time.
- o The SCRF review committee will include 2 parents (non-district employees), title VI employee(s) and the NECEP Student Family liaison.

MEASUREMENT OF STUDENT PROGRESS

The Yurok Tribe expects that ECS will provide adequate services and activities as outlined in the "Educational Services Planning" section. The Yurok Tribe's Education administration team with the



input from parents through committees will review and determine if the services are adequate. Adequate and acceptable progress is defined by integration and development of the NECEP Native Student System of Support driven by components of the System of Care Philosophy. Successful implementation of this Agreement will also be defined by ECS integrating services with the NECEP Student Services Portal and Data Platform, providing the Number of Services available for implementation, and development of Native Student and Family Engagement and Feedback Plan.

REPORTING

ECS shall provide information that applies to all implementation activities associated with ECS's participation in NECEP Native Student System of Support. A table of the data needed and when the data is needed is below. The first reports should be sent at the beginning of grant year, Oct 1st and subsequently follow the data collection timing.

Project Data to be collected	Data Collection Timing
Student Measures and Data to be Collected	
Student attendance	Monthly
Student grades and units	Monthly
Student behavior/discipline data	Monthly
Student IEP or 504 plans	Monthly
Students Participating in College Readiness and/or Advanced Classes	Monthly
Student Participation in Extra / Co-curricular Activities	Monthly
Gr. 9 and 10 student math and ELA grades	Quarterly
CR dual enrollment grades, units earned	Twice annually
Students internship, Paid and unpaid work experience	Twice annually
Gr. 8 student readiness for high school (measured by completing Gr. 8 math & ELA)	Annually in the spring
A-G completers by graduation class	Annually in June
High School Graduation data	Annually in June
Students completing CTE pathway	Annually in June
Earn industry recognized certificate	Annually in June
Student CAASPP Data	Annually in Sept.
Number of students who participate in at least 3	Twice



on-campus cultural/Tribal activities	annually
Number of students who participate in at least 2 off-campus cultural/Tribal activities	Twice annually
Parent and Family Measures and Data to be Collected	
Parents involvement in student portal use, and participation in; age-appropriate activities with their child; end of the year appreciation/assembly; leadership activities and; parents reports on options and if their student's needs were met.	Quarterly
Project Measures and Data to be Collected	
Track the Expenditures in the Student Choice Resource Fund for each American Indian student using resources from the NECEP project.	Monthly
Total number of options from which participating students can choose.	Annually



NECEP System of Student Support (SOS) Expansion

SYSTEM OF CARE

A spectrum of effective, community-based services and supports for children and youth with or at risk for mental health or other challenges and their families, that is organized into a coordinated network, builds meaningful partnerships with families and youth, and address their cultural and linguistic needs, in order to help them to function better at home, in school, in the community, and throughout life.

CORE VALUES ARE (SYSTEMS OF CARE)

1. Family driven and youth guided, with the strengths and needs of the child and family determining the types and mix of services and supports provided.
2. Community based, with the locus of services as well as system management resting within a supportive, adaptive infrastructure of structures, processes, and relationships at the community level.
3. Culturally and linguistically competent, with agencies, programs, and services that reflect the cultural, racial, ethnic, and linguistic differences of the populations they serve to facilitate access to and utilization of appropriate services and supports.

GUIDING PRINCIPLES (SYSTEMS OF CARE ARE DESIGNED TO)

1. Ensure availability of and access to a broad, flexible array of effective, evidence-informed, community-based services and supports for children and their families that addresses their physical, emotional, social, and educational needs, including traditional and nontraditional services as well as informal and natural supports.
2. Provide individualized services in accordance with the unique potential, strengths, and needs of each child and family, guided by individualized, "wraparound" service¹ planning

¹ California of Social Services describes Wraparound as a strengths-based planning process that occurs in a team setting to engage with children, youth, and their families. Wraparound shifts focus away from a traditional service-driven, problem-based approach to care and instead follows a strengths-based, needs-driven approach. The intent is to build on individual and family strengths to help families achieve positive goals and improve well-being. A team develops a service plan that describes specific strategies for meeting the needs identified by families. Service plans are



process and an individualized service plan developed in true partnership with the child and family.

3. Deliver services and supports within the least restrictive, most normative environments that are effective, impactful, and appropriate.
4. Ensure that families, other caregivers, and youth are full partners in all aspects of the planning and delivery of their own services and in the policies and procedures that govern care for all children and youth in their community, state, territory, tribe, and nation.
5. Ensure cross-system collaboration, with linkages among child-serving systems and mechanisms for system-level management, coordination, and integrated management of service delivery and costs.
6. Provide care management or similar mechanisms to ensure that multiple services are delivered in a coordinated and therapeutic manner and that children and their families can move through the system of services in accordance with their changing needs.
7. Provide developmentally appropriate services and supports that promote optimal social-emotional outcomes for young children and their families in their homes and community settings.
8. Provide developmentally appropriate services and supports to facilitate the transition of youth to adult service system as needed
9. Incorporate or link with mental health promotion, prevention, and early identification and intervention to improve long-term outcomes, including mechanisms to identify problems at an earlier stage and mental health promotion and prevention activities directed at all children and adolescents.
10. Incorporate continuous accountability mechanisms to track, monitor, and manage the achievement of system of care goals; fidelity to the system of care philosophy; and quality effectiveness, and outcomes at the system level, practice level, and child and family level.

individualized, with strategies that reflect the child and family's culture and preferences. <https://www.cdss.ca.gov/inforesources/cdss-programs/foster-care/wraparound#:~:text=Wraparound%20shifts%20focus%20away%20from,also%20a%20team%2Ddriven%20process.>



11. Protect the rights of children and families and promote effective advocacy efforts.
12. Provide services and supports without regard to race, religion, national origin, gender, gender expression, sexual orientation, physical disability, socio-economic status, geography, language, immigration status, or other characteristics, and services should be sensitive and responsive to these differences.

CORE STRATEGY AREAS

1. Implementing Policy, Administrative, and Regulatory Changes
2. Developing or Expanding Services and Supports Based on the System of Care Philosophy and approach
3. Creating or Improving Financing Strategies
4. Providing Training, Technical Assistance, and Coaching
5. Generating Support

EVIDENCE-BASED OUTCOMES

1. Improvements in clinical and functional outcomes
2. Increases in behavioral and emotional strengths
3. Reductions in suicide attempts
4. Improvements in school performance and attendance
5. Fewer contacts with law enforcement
6. Reductions in reliance on inpatient care
7. More stable living situations

KEY ELEMENTS OF SYSTEM OF CARE APPROACH

There are three major, interrelated components - an array of services, a supportive infrastructure, and an underlying philosophy that guides the system and its component services.

Specifically, these encompass:

1. A set of values and principles
2. An infrastructure (including governance structures; financing for a wide range of services and supports; partnerships among child-serving agencies, providers, families, and youth: provider networks; and capacity for planning, evaluation, and quality improvement)



3. Actual interactions with children, youth, and families at the service delivery level that are consistent with the system of care philosophy (community engagement)

BEST PRACTICES

1. Establish a strong value base
2. Create a plan with multiple strategies
3. Cultivate effective leadership
4. Be opportunistic and adaptive
5. Adhere to high standards of quality
6. Partner with families and youth



AGENDA ITEM

Agenda Title: Approval of Fiscal Budget Services Agreement between School Services of California and Eureka City Schools
Meeting Date: February 3, 2022
Item: Consent

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

The Governing Board is asked to approve the fiscal budget services agreement with School Services of California.

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

School Services of California provides fiscal budget services to Eureka City Schools.

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)*

This is an annual agreement.

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

Agreement: March 1, 2022 through February 28, 2023: \$4,080 (plus expenses)

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- Agreement



RECEIVED

JAN 12 2021

ADMINISTRATIVE SERVICES

1121 L Street

MEMORANDUM

Suite 1060

January 7, 2022

Sacramento

California 95814

TO: Paul Ziegler, Assistant Superintendent, Business Services
Eureka City Schools

TEL: 916 . 446 . 7517

FROM: John D. Gray
President

FAX: 916 . 446 . 2011

www.sscal.com

It has been a pleasure to provide Eureka City Schools our Fiscal Budget Services during the past year. We value our relationship and appreciate the continued confidence that you and your staff have expressed in School Services of California Inc.

*An Employee-Owned
Company*

Our current contract expires on February 28, 2022. Anticipating your desire to continue our services, we have enclosed a proposed renewal Agreement. We are also offering the option to include our CADIE (Comparative Analysis of District Income and Expenditures) and SABRE (Salary and Benefit Reports) products as part of this contract. If you wish to include any of these services, please complete and sign the attached Addendum A, indicate the services desired, and return with your contract renewal. Any questions regarding the CADIE or SABRE should be directed to Chloe Lum, Systems Data Specialist.

To activate our Agreement, please sign the contract (and the Addendum, at your discretion) and e-mail the Agreement to Rebecca Rogers at RebeccaR@sscal.com for final processing. So that we may continue to give you the best possible service, it would be helpful if we could have the Agreement returned by February 28, 2022. If you are unable to return it by this date, please contact our Accounting Department. Please note that this contract reflects a modest price increase above the current year.

If you have any questions or need additional information, please give me a call at (916) 446-7517.

AGREEMENT FOR SPECIAL SERVICES
Fiscal Budget Services

This is an Agreement between the **EUREKA CITY SCHOOLS**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA INC.**, hereinafter referred to as "Consultant," entered into as of March 1, 2022.

RECITALS

WHEREAS, the Client needs assistance regarding issues of school finance, legislation, school budgeting, and general fiscal issues; and

WHEREAS, the Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to perform such duties relating to issues of school finance, including:
 - a. Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact local educational agency fiscal policies, and an electronic copy of the *Analysis of the Governor's Proposals for the State Budget and K-12 Education*.
 - b. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress
 - c. Eight hours of service annually as the Client directs on fiscal issues, including: analysis of specific revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client.

Services for which the base service hours may not be used, include: mandate questions, Client-specific economy, efficiency, or management consulting services, including, but not limited to, efficiency or management studies, demographic or school facility studies; special education studies; fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; legislative representation or advocacy; fiscal analysis for purposes of collective bargaining, appearance as an expert witness, provision of depositions or declarations for local educational agency legal issues; major customized research projects or studies; or, on-site speeches or presentations.
 - d. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate.
2. The Client agrees to pay to the Consultant for services rendered under this Agreement:
 - a. \$4,080 annually, plus expenses, or payable at \$340 per month, plus expenses, for the services listed in Item 1 above, upon billings from the Consultant

- b. For all requested services in excess of eight direct service hours as indicated in Item 1c above in a 12-month period, the applicable hourly rate for the person(s) performing the services shall apply
 - c. "Hours" are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client's site
 - d. "Expenses" are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials
3. The term of this contract shall be for the period of one year, beginning March 1, 2022, and terminating February 28, 2023. Agreement may be terminated prior to February 28, 2023, by either party on 30 days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. The Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and the Consultant may bill these additional days. In case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 2 above.
4. It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

By:  _____

Date: February 3, 2022

Paul Ziegler

Print Name

Assistant Superintendent

Job Title

Eureka City Schools

By:  _____

Date: January 7, 2022

John D. Gray

President

School Services of California Inc.

AGENDA ITEM

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

Meeting Date: February 3, 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.

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:

Approval of the School Accountability Report Card (SARC)

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 and preliminary 2021-2022 SARC's were brought to 1/13/22 Board Meeting.

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

- ▢ EHS 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
Kindergarten	60
Grade 1	88
Grade 2	63
Grade 3	51
Grade 4	57
Grade 5	62
Total Enrollment	381

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	6
Asian	18.9
Black or African American	4.2
Hispanic or Latino	33.9
Native Hawaiian or Pacific Islander	2.9
Two or More Races	12.3
White	21.8
English Learners	39.1
Foster Youth	1
Homeless	7.6
Socioeconomically Disadvantaged	89.2
Students with Disabilities	18.9

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

School Facility Conditions and Planned Improvements

				Wing 2 Girl's Restroom: (Restrooms scheduled for modernization) Paint peeling, fixtures need updating, accessibility issues
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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>

School Facility Conditions and Planned Improvements

				E-20: (Building to be removed after office moderization), 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 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	173	166	95.95	4.05	16.27
Female	79	75	94.94	5.06	18.67
Male	94	91	96.81	3.19	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100	0	22.58
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	70	98.59	1.41	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100	0	16.67
White	37	32	86.49	13.51	9.38
English Learners	77	77	100	0	7.79
Foster Youth	--	--	--	--	--
Homeless	26	22	84.62	15.38	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	150	96.15	3.85	14.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.3	8.7	0

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	173	166	95.95	4.05	16.87
Female	79	75	94.94	5.06	16.00
Male	94	91	96.81	3.19	17.58
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	19.35
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	69	97.18	2.82	17.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	0.00
White	37	33	89.19	10.81	21.21
English Learners	77	76	98.70	1.30	11.84
Foster Youth	--	--	--	--	--
Homeless	26	22	84.62	15.38	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	150	96.15	3.85	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	4.55

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	NT	N/A	NT	N/A	28.72

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	62	NT	NT	NT	NT
Female	30	NT	NT		
Male	32	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	12	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	23	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	54	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	410	91	22.2
Female	189	184	41	22.3
Male	238	226	50	22.1
American Indian or Alaska Native	25	24	8	33.3
Asian	72	72	7	9.7
Black or African American	17	17	3	17.6
Filipino	0	0	0	0.0
Hispanic or Latino	155	149	29	19.5
Native Hawaiian or Pacific Islander	11	11	0	0.0
Two or More Races	49	47	18	38.3
White	98	90	26	28.9
English Learners	161	159	19	11.9
Foster Youth	9	8	4	50.0
Homeless	40	38	19	50.0
Socioeconomically Disadvantaged	382	367	84	22.9
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	87	80	16	20.0

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	3.97	0.00	6.20	0.63	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

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	1.81	5.15	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
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	24		4	
1	21	1	1	
2	24		3	
3	27		2	
4	31		2	
5	29		2	
6				
Other	7	1		

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	22	1	4	
1	22	1	2	
2	26		2	
3	27		2	
4	30		2	
5	28		2	
6				
Other	12	1		

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	20	1	2	
1	22	2	2	
2	20	2	1	
3	25		2	
4	29		2	
5	31		2	
6				
Other	5	1		

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	0

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	\$61,426
Percent Difference - School Site and District	N/A	N/A	-38.3	1.4
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-34.0	-21.1

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	\$41,586	\$48,119
Mid-Range Teacher Salary	\$58,061	\$74,665
Highest Teacher Salary	\$81,683	\$98,160
Average Principal Salary (Elementary)	\$94,403	\$118,542
Average Principal Salary (Middle)	\$112,983	\$125,068
Average Principal Salary (High)	\$122,760	\$133,516
Superintendent Salary	\$200,086	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

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

Eureka City Schools, A Unified District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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

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	1865	1682	90.19	9.81	29.55
Female	879	801	91.13	8.87	34.22
Male	986	881	89.35	10.65	25.34
American Indian or Alaska Native	114	101	88.60	11.40	9.90
Asian	221	207	93.67	6.33	32.68
Black or African American	43	39	90.70	9.30	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	476	429	90.13	9.87	22.04
Native Hawaiian or Pacific Islander	33	30	90.91	9.09	32.14
Two or More Races	183	161	87.98	12.02	21.88
White	786	706	89.82	10.18	37.95
English Learners	345	312	90.43	9.57	7.74
Foster Youth	43	38	88.37	11.63	21.05
Homeless	204	166	81.37	18.63	23.75
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	1341	1203	89.71	10.29	23.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	9.09

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	1864	1660	89.06	10.94	19.43
Female	878	792	90.21	9.79	18.19
Male	986	868	88.03	11.97	20.55
American Indian or Alaska Native	114	97	85.09	14.91	11.34
Asian	221	203	91.86	8.14	17.41
Black or African American	43	41	95.35	4.65	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	476	427	89.71	10.29	12.77
Native Hawaiian or Pacific Islander	33	29	87.88	12.12	17.24
Two or More Races	183	162	88.52	11.48	16.67
White	785	693	88.28		26.05
English Learners	345	309	89.57	10.43	6.56
Foster Youth	43	38	88.37	11.63	13.16
Homeless	204	166	81.37	18.63	15.66
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	1340	1188	88.66	11.34	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	8.20

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.

*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.

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

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
Kindergarten	34
Grade 1	27
Grade 2	43
Grade 3	43
Grade 4	47
Grade 5	51
Total Enrollment	245

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4.1
Asian	13.1
Black or African American	1.6
Hispanic or Latino	25.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.8
White	43.3
English Learners	20.8
Foster Youth	2.4
Homeless	5.7
Socioeconomically Disadvantaged	83.3
Students with Disabilities	16.3

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			

School Facility Conditions and Planned Improvements

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	145	137	94.48	5.52	24.09
Female	77	74	96.1	3.9	20.27
Male	68	63	92.65	7.35	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100	0	11.76
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	38	95	5	21.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100	0	20
White	63	57	90.48	9.52	33.33
English Learners	32	32	100	0	6.25
Foster Youth	--	--	--	--	--
Homeless	20	18	90	10	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	112	94.92	5.08	20.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.1	6.9	29.63

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	145	137	94.48	5.52	18.38
Female	77	74	96.10	3.90	15.07
Male	68	63	92.65	7.35	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	40	38	95.00	5.00	21.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	6.67
White	63	57	90.48	9.52	26.32
English Learners	32	32	100.00	0.00	6.45
Foster Youth	--	--	--	--	--
Homeless	20	18	90.00	10.00	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	118	112	94.92	5.08	15.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	14.81

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	NT	N/A	NT	N/A	28.72

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	53	NT	NT	NT	NT
Female	35	NT	NT		
Male	18	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	25	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	270	262	56	21.4
Female	136	134	28	20.9
Male	134	128	28	21.9
American Indian or Alaska Native	11	10	1	10.0
Asian	34	34	2	5.9
Black or African American	5	5	2	40.0
Filipino	0	0	0	0.0
Hispanic or Latino	72	69	16	23.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	30	30	12	40.0
White	116	112	22	19.6
English Learners	53	52	6	11.5
Foster Youth	9	8	2	25.0
Homeless	17	17	14	82.4
Socioeconomically Disadvantaged	223	215	54	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	51	12	23.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through 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	0.90	0.00	6.20	0.63	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

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	0.66	5.15	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
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	24		2	
1	22		2	
2	25		2	
3	24		2	
4	24		2	
5	21	1	1	
6				
Other	9	1		

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	18	1	1	
1	22		2	
2	21	1	1	
3	25		2	
4	23		2	
5	26		2	
6				
Other	7	1		

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	17	1	1	
1	27		1	
2	22		2	
3	20	2		
4	15	2	1	
5	24		2	
6				
Other	9	1		

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	\$61,426
Percent Difference - School Site and District	N/A	N/A	-42.6	-4.1
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-38.2	-26.6

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	\$41,586	\$48,119
Mid-Range Teacher Salary	\$58,061	\$74,665
Highest Teacher Salary	\$81,683	\$98,160
Average Principal Salary (Elementary)	\$94,403	\$118,542
Average Principal Salary (Middle)	\$112,983	\$125,068
Average Principal Salary (High)	\$122,760	\$133,516
Superintendent Salary	\$200,086	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

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

Eureka City Schools, A Unified District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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

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	1865	1682	90.19	9.81	29.55
Female	879	801	91.13	8.87	34.22
Male	986	881	89.35	10.65	25.34
American Indian or Alaska Native	114	101	88.60	11.40	9.90
Asian	221	207	93.67	6.33	32.68
Black or African American	43	39	90.70	9.30	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	476	429	90.13	9.87	22.04
Native Hawaiian or Pacific Islander	33	30	90.91	9.09	32.14
Two or More Races	183	161	87.98	12.02	21.88
White	786	706	89.82	10.18	37.95
English Learners	345	312	90.43	9.57	7.74
Foster Youth	43	38	88.37	11.63	21.05
Homeless	204	166	81.37	18.63	23.75
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	1341	1203	89.71	10.29	23.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	9.09

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	1864	1660	89.06	10.94	19.43
Female	878	792	90.21	9.79	18.19
Male	986	868	88.03	11.97	20.55
American Indian or Alaska Native	114	97	85.09	14.91	11.34
Asian	221	203	91.86	8.14	17.41
Black or African American	43	41	95.35	4.65	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	476	427	89.71	10.29	12.77
Native Hawaiian or Pacific Islander	33	29	87.88	12.12	17.24
Two or More Races	183	162	88.52	11.48	16.67
White	785	693	88.28		26.05
English Learners	345	309	89.57	10.43	6.56
Foster Youth	43	38	88.37	11.63	13.16
Homeless	204	166	81.37	18.63	15.66
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	1340	1188	88.66	11.34	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	8.20

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.

*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.

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

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
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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
Kindergarten	48
Grade 1	44
Grade 2	27
Grade 3	40
Grade 4	45
Grade 5	34
Total Enrollment	238

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	7.1
Asian	12.6
Black or African American	1.3
Filipino	0.8
Hispanic or Latino	31.5
Two or More Races	10.1
White	36.6
English Learners	29.4
Foster Youth	5.5
Homeless	2.9
Socioeconomically Disadvantaged	85.3
Students with Disabilities	20.6

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			
Science Laboratory Equipment (grades 9-12)			

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

School Facility Conditions and Planned Improvements

				<p>Classroom 7: Lamps out in 4 light fixtures</p> <p>Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged</p> <p>Room 24: Lamps out in 4 light fixtures</p> <p>Room 25: Lamps out in 3 light fixtures</p> <p>Student Coordinator Office: Outlet cover missing in wiremold track</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			<p>Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door.</p> <p>Classroom 18: Water stained ceiling tiles (10), water stained light lens (2)</p> <p>Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to repair playstructure, damaged matting needs replacement</p> <p>Classroom 8: Split/Dry rot on fascia board</p> <p>Library: Short section of roof gutter rusted out</p> <p>Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Classroom 10: Door not latching</p> <p>Classroom 11: Playstructure is in need of replacement parts, door not latching</p> <p>Classroom 21: Water stained ceiling tile (1), gutter cleaning to remove weeds, parts needed to repair playstructure, damaged matting needs replacement</p> <p>Classroom 5: Door not latching</p> <p>Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged</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	121	117	96.69	3.31	17.95
Female	63	60	95.24	4.76	18.33
Male	58	57	98.28	1.72	17.54
American Indian or Alaska Native	12	12	100	0	0
Asian	16	16	100	0	31.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.5	2.5	20.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	40	93.02	6.98	17.5
English Learners	39	38	97.44	2.56	7.89
Foster Youth	--	--	--	--	--
Homeless	20	18	90	10	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	105	97.22	2.78	16.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	12.9

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	121	116	95.87	4.13	13.79
Female	63	60	95.24	4.76	11.67
Male	58	56	96.55	3.45	16.07
American Indian or Alaska Native	12	12	100.00	0.00	0.00
Asian	16	16	100.00	0.00	18.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	38	95.00	5.00	10.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	40	93.02	6.98	22.50
English Learners	39	37	94.87	5.13	8.11
Foster Youth	--	--	--	--	--
Homeless	20	18	90.00	10.00	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	104	96.30	3.70	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	16.67

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	NT	N/A	NT	N/A	28.72

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	36	NT	NT	NT	NT
Female	21	NT	NT		
Male	15	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	12	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	31	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	NT	NT	NT	NT

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). 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	260	254	54	21.3
Female	127	123	25	20.3
Male	133	131	29	22.1
American Indian or Alaska Native	20	20	4	20.0
Asian	32	32	0	0.0
Black or African American	4	4	1	25.0
Filipino	2	2	0	0.0
Hispanic or Latino	79	79	22	27.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	25	9	36.0
White	97	92	18	19.6
English Learners	73	73	7	9.6
Foster Youth	14	14	6	42.9
Homeless	20	18	6	33.3
Socioeconomically Disadvantaged	227	222	52	23.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	61	16	26.2

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	5.56	0.38	6.20	0.63	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

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	5.97	5.15	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38	0.00
Female	0.00	0.00
Male	0.75	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.03	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
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	16	1	1	
1	24		2	
2	27		2	
3	22		1	
4	24		2	
5	22	1	2	
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	20	1	2	
1	27		1	
2	22		2	
3	25		2	
4	31		1	
5	18	2		
6				
Other	6	1		

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	24		2	
1	21	1	1	
2	26		1	
3	8	4	1	
4	22	1	1	
5	16	1	1	
6				
Other	7	1		

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	\$61,426
Percent Difference - School Site and District	N/A	N/A	-49.5	-2.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-45.2	-25.5

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	\$41,586	\$48,119
Mid-Range Teacher Salary	\$58,061	\$74,665
Highest Teacher Salary	\$81,683	\$98,160
Average Principal Salary (Elementary)	\$94,403	\$118,542
Average Principal Salary (Middle)	\$112,983	\$125,068
Average Principal Salary (High)	\$122,760	\$133,516
Superintendent Salary	\$200,086	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

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

Eureka City Schools, A Unified District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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

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	1865	1682	90.19	9.81	29.55
Female	879	801	91.13	8.87	34.22
Male	986	881	89.35	10.65	25.34
American Indian or Alaska Native	114	101	88.60	11.40	9.90
Asian	221	207	93.67	6.33	32.68
Black or African American	43	39	90.70	9.30	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	476	429	90.13	9.87	22.04
Native Hawaiian or Pacific Islander	33	30	90.91	9.09	32.14
Two or More Races	183	161	87.98	12.02	21.88
White	786	706	89.82	10.18	37.95
English Learners	345	312	90.43	9.57	7.74
Foster Youth	43	38	88.37	11.63	21.05
Homeless	204	166	81.37	18.63	23.75
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	1341	1203	89.71	10.29	23.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	9.09

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	1864	1660	89.06	10.94	19.43
Female	878	792	90.21	9.79	18.19
Male	986	868	88.03	11.97	20.55
American Indian or Alaska Native	114	97	85.09	14.91	11.34
Asian	221	203	91.86	8.14	17.41
Black or African American	43	41	95.35	4.65	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	476	427	89.71	10.29	12.77
Native Hawaiian or Pacific Islander	33	29	87.88	12.12	17.24
Two or More Races	183	162	88.52	11.48	16.67
White	785	693	88.28		26.05
English Learners	345	309	89.57	10.43	6.56
Foster Youth	43	38	88.37	11.63	13.16
Homeless	204	166	81.37	18.63	15.66
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	1340	1188	88.66	11.34	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	8.20

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.

*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.

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

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
Kindergarten	92
Grade 1	76
Grade 2	75
Grade 3	77
Grade 4	67
Grade 5	62
Total Enrollment	449

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4.9
Asian	9.1
Black or African American	0.7
Filipino	0.9
Hispanic or Latino	22.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	13.4
White	47.7
English Learners	12.2
Foster Youth	2.9
Homeless	3.3
Socioeconomically Disadvantaged	67.5
Students with Disabilities	16.3

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 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

School Facility Conditions and Planned Improvements

				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	210	189	90	10	30.16
Female	103	96	93.2	6.8	36.46
Male	107	93	86.92	13.08	23.66
American Indian or Alaska Native	11	11	100	0	0
Asian	19	16	84.21	15.79	25
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	44	39	88.64	11.36	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	26	86.67	13.33	23.08
White	103	95	92.23	7.77	43.16
English Learners	28	23	82.14	17.86	17.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	121	89.63	10.37	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	26	81.25	18.75	11.54

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	210	195	92.86	7.14	35.05
Female	103	99	96.12	3.88	30.30
Male	107	96	89.72	10.28	40.00
American Indian or Alaska Native	11	11	100.00	0.00	18.18
Asian	19	17	89.47	10.53	37.50
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	44	42	95.45	4.55	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	27	90.00	10.00	37.04
White	103	96	93.20	6.80	43.75
English Learners	28	25	89.29	10.71	20.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	126	93.33	6.67	33.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	16.67

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	NT	N/A	NT	N/A	28.72

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	63	NT	NT	NT	NT
Female	34	NT	NT		
Male	29	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	478	466	60	12.9
Female	235	231	30	13.0
Male	243	235	30	12.8
American Indian or Alaska Native	22	22	3	13.6
Asian	44	44	0	0.0
Black or African American	3	3	1	33.3
Filipino	4	4	0	0.0
Hispanic or Latino	105	104	28	26.9
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	63	61	9	14.8
White	234	225	19	8.4
English Learners	57	57	11	19.3
Foster Youth	18	16	3	18.8
Homeless	20	19	9	47.4
Socioeconomically Disadvantaged	327	319	55	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	84	14	16.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data 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	1.17	0.00	6.20	0.63	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

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	0.00	5.15	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
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	23		4	
1	26		3	
2	23	1	2	
3	24		3	
4	26		3	
5	29		3	
6				
Other	9	1		

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	22		4	
1	24		3	
2	25		3	
3	23		3	
4	27		2	
5	30		2	
6				
Other	21	1	1	

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	23	1	3	
1	24		3	
2	24		3	
3	24		3	
4	13	3	2	
5	31		2	
6				
Other	7	2		

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	\$61,426
Percent Difference - School Site and District	N/A	N/A	-51.7	8.8
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-47.5	-13.8

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	\$41,586	\$48,119
Mid-Range Teacher Salary	\$58,061	\$74,665
Highest Teacher Salary	\$81,683	\$98,160
Average Principal Salary (Elementary)	\$94,403	\$118,542
Average Principal Salary (Middle)	\$112,983	\$125,068
Average Principal Salary (High)	\$122,760	\$133,516
Superintendent Salary	\$200,086	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

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

Eureka City Schools, A Unified District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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

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	1865	1682	90.19	9.81	29.55
Female	879	801	91.13	8.87	34.22
Male	986	881	89.35	10.65	25.34
American Indian or Alaska Native	114	101	88.60	11.40	9.90
Asian	221	207	93.67	6.33	32.68
Black or African American	43	39	90.70	9.30	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	476	429	90.13	9.87	22.04
Native Hawaiian or Pacific Islander	33	30	90.91	9.09	32.14
Two or More Races	183	161	87.98	12.02	21.88
White	786	706	89.82	10.18	37.95
English Learners	345	312	90.43	9.57	7.74
Foster Youth	43	38	88.37	11.63	21.05
Homeless	204	166	81.37	18.63	23.75
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	1341	1203	89.71	10.29	23.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	9.09

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	1864	1660	89.06	10.94	19.43
Female	878	792	90.21	9.79	18.19
Male	986	868	88.03	11.97	20.55
American Indian or Alaska Native	114	97	85.09	14.91	11.34
Asian	221	203	91.86	8.14	17.41
Black or African American	43	41	95.35	4.65	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	476	427	89.71	10.29	12.77
Native Hawaiian or Pacific Islander	33	29	87.88	12.12	17.24
Two or More Races	183	162	88.52	11.48	16.67
White	785	693	88.28		26.05
English Learners	345	309	89.57	10.43	6.56
Foster Youth	43	38	88.37	11.63	13.16
Homeless	204	166	81.37	18.63	15.66
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	1340	1188	88.66	11.34	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	8.20

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.

*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.

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

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
Grade 6	90
Grade 7	154
Grade 8	122
Total Enrollment	366

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	7.9
Asian	7.9
Black or African American	1.6
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	1.6
Two or More Races	10.7
White	43.4
English Learners	15
Foster Youth	0.8
Homeless	2.7
Socioeconomically Disadvantaged	65.6
Students with Disabilities	18.6

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 8th, History Alive (TCI) The United States through Industrialism Adopted 2017	Yes	0
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

School Facility Conditions and Planned Improvements

			<p>D-3: Water stained ceiling tiles (6)</p> <p>D-4: Water stained ceiling tile (1)</p> <p>D-5: Chipped floor tile (by door), water stained ceiling tile (1), paint peeling on exterior alcove</p> <p>D-6: Interior wall damaged by instructor using staples to secure posters</p> <p>F-1: Counter chipped, graffiti on student table wood framing, wire mold electrical outlet cover missing</p> <p>F-2: Edging missing from counter top</p> <p>F-3: Water stain ceiling tiles (4), water off to one of four faucet on sink</p> <p>F-5: Counter chipped</p> <p>F-6: Counter edging missing</p> <p>H-5: Water stained ceiling tile (1)</p> <p>H-6: Wall panels damaged, coverplate missing, water stain on ceiling tiles (2), currently used as storage</p> <p>J-2: Offices and storage rooms in need of repairs and painting, four ceiling tiles missing</p> <p>Library: Carpet is bubbling and seams failing</p> <p>Office 103: Staple and thumb tack hole in walls will need to be repaired and tack board installed, water stained ceiling tile (1)</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>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>Boy's Locker Room: Food splatter on walls</p> <p>F-1: Counter chipped, graffiti on student table wood framing, wire mold electrical outlet cover missing</p> <p>Girl's Gym Restroom: Graffiti of stall doors</p> <p>Girl's Locker Room: Dry rot on exterior siding, graffiti on exterior siding</p> <p>Staff Room: Stacked dirty dishes in sink</p>
Electrical		X	<p>C-102: Water stained ceiling tile (1), missing light covers (2)</p> <p>F-1: Counter chipped, graffiti on student table wood framing, wire mold electrical outlet cover missing</p> <p>H-2: Siding showing signs of dry rot, exterior GFI cover missing</p> <p>H-4: GFI cover plate broken</p>

School Facility Conditions and Planned Improvements

				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 celing 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 H-2: Siding showing signs of dry rot, exterior GFI cover missing H-3: Siding showing signs of dry rot 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-1: Used as Band equipment storage, siding showing signs of dry rot, door not latching
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D-4: Water stained ceiling tile (1) P-1: Used as Band equipment storage, siding showing signs of dry rot, door not latching Snack Bar: Exterior door checked, and edges damaged due to attempted break-in

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	368	311	84.51	15.49	26.73
Female	171	145	84.8	15.2	36.23
Male	197	166	84.26	15.74	18.79
American Indian or Alaska Native	31	23	74.19	25.81	4.35
Asian	30	22	73.33	26.67	40
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	83	83.84	16.16	21.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	28	75.68	24.32	14.29
White	159	145	91.19	8.81	35.42
English Learners	58	45	77.59	22.41	6.98
Foster Youth	--	--	--	--	--
Homeless	28	22	78.57	21.43	12.5
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	198	81.15	18.85	18.85
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	58	80.56	19.44	5.26

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	368	302	82.07	17.93	18.27
Female	171	143	83.63	16.37	15.49
Male	197	159	80.71	19.29	20.75
American Indian or Alaska Native	31	20	64.52	35.48	15.00
Asian	30	21	70.00	30.00	28.57
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	79	79.80	20.20	8.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	30	81.08	18.92	13.33
White	159	143	89.94	10.06	24.48
English Learners	58	42	72.41	27.59	2.44
Foster Youth	--	--	--	--	--
Homeless	28	18	64.29	35.71	11.11
Military	0	0	0	0	0
Socioeconomically Disadvantaged	244	190	77.87	22.13	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	72	54	75.00	25.00	7.41

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	NT	N/A	NT	N/A	28.72

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	122	NT	NT	NT	NT
Female	61	NT	NT		
Male	61	NT	NT		
American Indian or Alaska Native	11	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	37	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	56	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	391	383	40	10.4
Female	180	176	21	11.9
Male	211	207	19	9.2
American Indian or Alaska Native	32	32	6	18.8
Asian	30	30	1	3.3
Black or African American	7	7	2	28.6
Filipino	0	0	0	0.0
Hispanic or Latino	107	104	14	13.5
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	40	39	4	10.3
White	169	165	13	7.9
English Learners	60	60	8	13.3
Foster Youth	8	8	1	12.5
Homeless	19	17	2	11.8
Socioeconomically Disadvantaged	260	254	32	12.6
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	79	74	9	12.2

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	11.49	2.56	6.20	0.63	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

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	8.63	5.15	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.56	0.00
Female	3.33	0.00
Male	1.90	0.00
American Indian or Alaska Native	3.13	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	1.78	0.00
English Learners	1.67	0.00
Foster Youth	0.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
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.

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	22	5	8	1
Mathematics	20	9	5	
Science	23	5	6	1
Social Science	25	2	8	

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	24	4	7	
Mathematics	23	4	5	2
Science	21	3	3	
Social Science	28	2	6	1

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	24	4	8	1
Mathematics	23	4	8	
Science	26	1	5	
Social Science	25	2	9	

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.5
Nurse	0.3
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	\$61,426
Percent Difference - School Site and District	N/A	N/A	-28.4	-19.9
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-24.0	-42.0

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	\$41,586	\$48,119
Mid-Range Teacher Salary	\$58,061	\$74,665
Highest Teacher Salary	\$81,683	\$98,160
Average Principal Salary (Elementary)	\$94,403	\$118,542
Average Principal Salary (Middle)	\$112,983	\$125,068
Average Principal Salary (High)	\$122,760	\$133,516
Superintendent Salary	\$200,086	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

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

Eureka City Schools, A Unified District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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

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	1865	1682	90.19	9.81	29.55
Female	879	801	91.13	8.87	34.22
Male	986	881	89.35	10.65	25.34
American Indian or Alaska Native	114	101	88.60	11.40	9.90
Asian	221	207	93.67	6.33	32.68
Black or African American	43	39	90.70	9.30	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	476	429	90.13	9.87	22.04
Native Hawaiian or Pacific Islander	33	30	90.91	9.09	32.14
Two or More Races	183	161	87.98	12.02	21.88
White	786	706	89.82	10.18	37.95
English Learners	345	312	90.43	9.57	7.74
Foster Youth	43	38	88.37	11.63	21.05
Homeless	204	166	81.37	18.63	23.75
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	1341	1203	89.71	10.29	23.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	9.09

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	1864	1660	89.06	10.94	19.43
Female	878	792	90.21	9.79	18.19
Male	986	868	88.03	11.97	20.55
American Indian or Alaska Native	114	97	85.09	14.91	11.34
Asian	221	203	91.86	8.14	17.41
Black or African American	43	41	95.35	4.65	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	476	427	89.71	10.29	12.77
Native Hawaiian or Pacific Islander	33	29	87.88	12.12	17.24
Two or More Races	183	162	88.52	11.48	16.67
White	785	693	88.28		26.05
English Learners	345	309	89.57	10.43	6.56
Foster Youth	43	38	88.37	11.63	13.16
Homeless	204	166	81.37	18.63	15.66
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	1340	1188	88.66	11.34	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	8.20

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.

*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.

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

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
Grade 6	133
Grade 7	192
Grade 8	221
Total Enrollment	546

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4.9
Asian	12.5
Black or African American	2.9
Filipino	0.9
Hispanic or Latino	22.5
Native Hawaiian or Pacific Islander	1.5
Two or More Races	10.3
White	44.5
English Learners	13.4
Foster Youth	1.8
Homeless	4.2
Socioeconomically Disadvantaged	72.9
Students with Disabilities	13

A. Conditions of Learning

State Priority: Basic

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

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

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	Yes	0

	Adopted in 2008		
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. C-27: Counter edging missing C-41: Floor tile in need of replacement C-42: Floor tile in need of replacement C-43: Floor tile in need of replacement C-44: Currently used as storage, floor tile in need of replacement C-45: Floor tile in need of replacement C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken C-48: Floor tile in need of replacement C-51: Floor tile in need of replacement, window stop is delaminating, windows have deep scratches (2) C-52: Floor tile in need of replacement C-53: Floor tile in need of replacement C-54: Floor tile in need of replacement C-55: Floor tile in need of replacement

School Facility Conditions and Planned Improvements

				<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>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	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> <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>

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken C-71: Floor tile in need of replacement, drinking fountain water turned off C-72: Floor tile in need of replacement, drinking fountain water turned off Girl's Locker Room: Exhaust fan vent in need of cleaning, one of the toilet bases is not secure to floor Staff Lounge: Outside drinking fountain flow is low Staff Workroom:
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1) P-4: Dry rot on exterior siding 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
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bus Stop Restroom: Entrance doors and frames in need of painting, metal trim in restrooms rusting out, FRP wall panels stained C-51: Floor tile in need of replacement, 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	561	529	94.3	5.7	31.49
Female	265	250	94.34	5.66	35.63
Male	296	279	94.26	5.74	27.8
American Indian or Alaska Native	28	26	92.86	7.14	19.23
Asian	69	67	97.1	2.9	38.81
Black or African American	19	17	89.47	10.53	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	127	119	93.7	6.3	24.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	53	94.64	5.36	24.53
White	249	234	93.98	6.02	36.64
English Learners	74	68	91.89	8.11	4.41
Foster Youth	12	11	91.67	8.33	18.18
Homeless	72	60	83.33	16.67	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	407	378	92.87	7.13	25.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	70	62	88.57	11.43	4.92

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	561	530	94.47	5.53	15.88
Female	265	251	94.72	5.28	14.40
Male	296	279	94.26	5.74	17.20
American Indian or Alaska Native	28	26	92.86	7.14	11.54
Asian	69	67	97.10	2.90	14.93
Black or African American	19	19	100.00	0.00	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	127	120	94.49	5.51	10.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	53	94.64	5.36	16.98
White	249	232	93.17	6.83	17.67
English Learners	74	71	95.95	4.05	0.00
Foster Youth	12	11	91.67	8.33	9.09
Homeless	72	64	88.89	11.11	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	407	381	93.61	6.39	13.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	70	60	85.71	14.29	0.00

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	NT	N/A	NT	N/A	28.72

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	223	NT	NT	NT	NT
Female	104	NT	NT		
Male	119	NT	NT		
American Indian or Alaska Native	11	NT	NT	NT	NT
Asian	21	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	50	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	24	NT	NT	NT	NT
White	107	NT	NT	NT	NT
English Learners	20	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	34	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	156	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

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 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	570	47	8.2
Female	276	270	20	7.4
Male	308	300	27	9.0
American Indian or Alaska Native	31	28	5	17.9
Asian	69	69	1	1.4
Black or African American	20	18	4	22.2
Filipino	5	5	0	0.0
Hispanic or Latino	132	132	10	7.6
Native Hawaiian or Pacific Islander	9	9	0	0.0
Two or More Races	64	58	5	8.6
White	254	251	22	8.8
English Learners	79	79	3	3.8
Foster Youth	14	13	3	23.1
Homeless	40	38	12	31.6
Socioeconomically Disadvantaged	432	421	44	10.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	82	78	12	15.4

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	9.25	2.23	6.20	0.63	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

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	6.97	5.15	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.23	0.00
Female	1.81	0.00
Male	2.60	0.00
American Indian or Alaska Native	3.23	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.03	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	1.57	0.00
English Learners	1.27	0.00
Foster Youth	7.14	0.00
Homeless	5.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
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.

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	22	8	13	1
Mathematics	23	6	11	3
Science	25	4	12	
Social Science	25	4	9	3

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	22	9	13	2
Mathematics	23	6	9	5
Science	25	4	9	5
Social Science	24	5	10	4

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	21	10	13	
Mathematics	24	6	11	1
Science	23	7	11	
Social Science	24	6	11	

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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	\$61,426
Percent Difference - School Site and District	N/A	N/A	-46.6	-21.3
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-42.3	-43.4

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	\$41,586	\$48,119
Mid-Range Teacher Salary	\$58,061	\$74,665
Highest Teacher Salary	\$81,683	\$98,160
Average Principal Salary (Elementary)	\$94,403	\$118,542
Average Principal Salary (Middle)	\$112,983	\$125,068
Average Principal Salary (High)	\$122,760	\$133,516
Superintendent Salary	\$200,086	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

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

Eureka City Schools, A Unified District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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

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	1865	1682	90.19	9.81	29.55
Female	879	801	91.13	8.87	34.22
Male	986	881	89.35	10.65	25.34
American Indian or Alaska Native	114	101	88.60	11.40	9.90
Asian	221	207	93.67	6.33	32.68
Black or African American	43	39	90.70	9.30	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	476	429	90.13	9.87	22.04
Native Hawaiian or Pacific Islander	33	30	90.91	9.09	32.14
Two or More Races	183	161	87.98	12.02	21.88
White	786	706	89.82	10.18	37.95
English Learners	345	312	90.43	9.57	7.74
Foster Youth	43	38	88.37	11.63	21.05
Homeless	204	166	81.37	18.63	23.75
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	1341	1203	89.71	10.29	23.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	9.09

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	1864	1660	89.06	10.94	19.43
Female	878	792	90.21	9.79	18.19
Male	986	868	88.03	11.97	20.55
American Indian or Alaska Native	114	97	85.09	14.91	11.34
Asian	221	203	91.86	8.14	17.41
Black or African American	43	41	95.35	4.65	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	476	427	89.71	10.29	12.77
Native Hawaiian or Pacific Islander	33	29	87.88	12.12	17.24
Two or More Races	183	162	88.52	11.48	16.67
White	785	693	88.28		26.05
English Learners	345	309	89.57	10.43	6.56
Foster Youth	43	38	88.37	11.63	13.16
Homeless	204	166	81.37	18.63	15.66
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	1340	1188	88.66	11.34	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	8.20

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.

*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.

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

Eureka Senior 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	Eureka Senior High School
Street	1915 J Street
City, State, Zip	Eureka, CA 95501
Phone Number	(707) 441-2508
Principal	Jennifer Johnson
Email Address	johnsonj@eurekacityschools.org
School Website	https://ehs.eurekacityschools.org/
County-District-School (CDS) Code	12-75515-1232206

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:

To provide our students a relevant, engaging, and comprehensive education, empowering all to be college and/or career ready global citizens.

This mission is grounded in the belief that our energy as a faculty and community needs to be truly focused on all our students in both words and actions. The statement acknowledges the importance of each high school class as a significant collection of information and skills while simultaneously acknowledging its importance related to the pathway of connected classes that form a student's larger academic trajectory. We have a shared responsibility to create courses and series of courses that will ensure our students will have as many realistic opportunities post-high school graduation as possible.

For the 2020-21 school year, EHS began the year in a distance learning model due to COVID-19. Students were on a modified block schedule, with the expectation to attend all classes scheduled each day. Student supports such as teacher office hours, tutoring, and intervention time were also scheduled. Teachers and staff made frequent phone calls and emails to check in with families. In March, EHS transitioned to a hybrid model. 20% of students remained on distance learning full time. The remainder were split into two cohorts and rotated every two weeks for in-person learning. All classes were taught in a hybrid model with students attending both virtually and in-person simultaneously.

Eureka High School was recognized in May 2015 as a California Gold Ribbon School and as a US News Silver Medal School in 2016, 2017, 2018, and 2019. In 2020 EHS was recognized as a Gold PBIS school. We are proud of our award-winning academic environment. It is safe, clean and quite conducive to learning. EHS focused on the implementation and ongoing professional development with Constructing Meaning (CM), Unified Classroom, and AVID strategies. CM focuses on a student's ability to critically think and communicate across all curricular areas. All new teachers are completing a 5 day training this year. Unified Classroom is an upgrade to our current grade program and allows teachers to share information with students and parents via classroom pages and create assessments. EHS is a national AVID Site of Distinction and we continue to implement and train on AVID strategies such as Socratic seminar. EHS staff is continuously being trained in Restorative Practices, a proven method of reducing discipline issues and improving school climate. In meeting the diverse needs of our students, we provide a breadth of curriculum not available in any other public or private high school in Humboldt County. EHS is partnering with College of the Redwoods to offer a variety of dual enrollment classes, where students can receive college credit while on the high school campus. Our scholastic emphasis provides a college-going culture supported by an in-depth career technology education program (CTE), performing and visual arts, and a variety of athletics and clubs. All students will succeed at Eureka High School.

The Office of the Principal is at all times open to everyone and anyone who values quality education. Visit Eureka High School, we are the High School Of Choice from Ferndale to McKinleyville.

Major Achievements:

- Eureka High School offered 9 different AP courses, with three additional courses offered on a rotating basis. 5 additional courses receive UC/CSU honors credit. 2 courses totaling 11 sections are dual-enrolled with College of the Redwoods (numbers affected by COVID). This includes CTE classes, Freshman Seminar and AP Composition.
- 44 EHS students were recognized by the State of California with the Seal of Bi-Literacy
- We are a nationally recognized Service Learning School.
- Additionally, we boast programs with students and teachers receiving regional and state recognition and honors. These include honors in Future Farmers of America (FFA), Science Bowl team, Distributive Education Clubs of America (DECA - Business Education) and comprehensive programs in both instrumental and vocal music.
- We are proud that in addition to championships, our athletic program continues to build character through the Inside Out initiative in our student-athletes that impacts our community beyond the athletic arena. EHS has a student athletic council, with leaders from each team and hosted the first annual Loggerween in 2020.

2021-22 School Overview

- The EHS Theater Program continues to be recognized for the volume and quality of its productions which were adapted to online this year.
- EHS students consistently perform at the Regional Poetry Out Loud competition and have competed at the state level.
- EHS students have been finalists in Innovate Business Challenge sponsored by Decades of Difference multiple years, often with multiple students. (not held this year)
- EHS is home to a world-renowned bird collection and partners with the Audubon Society and Humboldt State University.
- EHS offers three World Languages- Spanish, German and Yurok.
- EHS is the only public school in the region offering the Prevention Project curriculum on human trafficking and was featured on CNN's The Freedom Project.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	343
Grade 10	342
Grade 11	240
Grade 12	247
Total Enrollment	1,172

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	4.7
Asian	11.9
Black or African American	1.5
Filipino	0.7
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	1.5
Two or More Races	8.4
White	50.3
English Learners	10.9
Foster Youth	1.3
Homeless	1.5
Socioeconomically Disadvantaged	56.9
Students with Disabilities	15

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	Edge Grammar & Writing, National Geographic, adopted 2011 The Language of Composition; Bedford, Freeman, Worth, adopted 2011 Literature (2009); McDougal Littell, adopted 2011 Brave New World, Harper Perennial Modern Classics, adopted 2010 World Mythology, NTC Publishing Group, adopted 1994 The Oedipus Plays of Sophocles, Penguin Books, 1996 The Glass Castle, adopted 2010 House on Mango Street by Sandra Cisneros, adopted 2004 Speak by Laurie Anderson, adopted 2004 Of Mice and Men, adopted 2000 Catcher in the Rye, adopted 1999 Lord of the Flies, adopted 2006 To Kill a Mockingbird, adopted 2001 Into the Wild, adopted 2009 The Grapes of Wrath, adopted 1997 The Great Gatsby, adopted 1997 Shakespeare, adopted 1997 Secret Life of Bees, adopted 2003 Night by Elie Wiesel, adopted 1996 11th grade, They say I say-Academic Writing, adopted 2018 12th grade, Uncharted Territory, A high School Reader, adopted 2018 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
Mathematics	Algebra Readiness by McDougal Littell, Adopted 2009	Yes	0

	Algebra 1: California Common Core by Pearson, Adopted 2015 Geometry: Concepts and Skills by McDougal-Littell, Adopted 2005 Geometry: Common Core by Pearson, Adopted 2015 Algebra 2: Common Core by Pearson, Adopted 2012 The Practice of Statistics by WH Freeman, Adopted 2002 Calculus: Concepts and Contexts by Brooks Cole, Adopted 1998 Precalculus with Limits by Houghton-Mifflin, Adopted 1997 Trigonometry: Functions and Application by Addison-Wesley, Adopted 2011		
Science	Earth Science: Geology, the Environment, and the Universe by Glencoe, Adopted 2006 Biology 7th ed. by Pearson Prentice Hall, Adopted 2006 Anthony's Textbook of Anatomy & Physiology by Mosby & Elsevier, Adopted 2008 Marine Biology by McGraw Hill, Adopted 2013 Modern Chemistry; Holt Reinhart, Winston; Adopted 2006 Conceptual Physics: The High School Physics Program by Pearson Prentice Hall, Adopted 2006 Environmental Science for the AP Course by WH Freeman, Adopted 2016 Plant & Soil Science: Fundamentals and Applications by Delmar Cengage Learning, Adopted 2016	Yes	0
History-Social Science	10th Grade: History Alive! World Connections by TCI, Adopted 2017 10 Grade AP: Traditions & Encounters: A Global Perspective on the Past by McGraw-Hill, Adopted 2019 11th Grade: History Alive!, Pursuing American Ideals by TCI, Adopted 2018 11th Grade AP: Fabric of a Nation: A Brief History with Skills and Sources by BFW Publishers, Adopted 2020 12 Grade: Econ Alive! The Power to Choose by TCI, Adopted 2011 Government Alive! Power, Politics, and You by TCI, Adopted 2020 12th Grade AP: American Government Institutions and Policies, Wilson/Dilulio/Bose Adopted 2021	Yes	0
Foreign Language	Komm mit! (German) Levels 1, 2, 3; Holt Rinehard & Winston, adopted 1995 Descubre Level 1, 2 and 3, adopted 2018 AP Spanish, Abriendopaso, Adopted 2014	Yes	0
Health			0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The Eureka High School Campus is situated on approximately fourteen acres of land, surrounded by a residential neighborhood. We have beautiful outdoor athletic facilities in Albee Stadium and Bud Cloney Baseball Field, providing the community with a prideful possession. The school buildings underwent a major remodeling effort supported by a school bond passed by the local voters in 2004. This effort has brought about several positive changes to the facility, along with various challenges. We now have a comprehensive visual arts program, boasting a Ceramics Studio, a Jewelry and Sculpture Studio, a Painting and Drawing Studio, and a Graphic Arts Studio. In our effort to maintain our offerings in Career & Technical Education, we have a modern building for our woodworking program and have a remodeled metals and welding facility. Another exciting focus for us is in a newly remodeled Information Technology Building, to house various new technologies programs of instruction. Our partnership with the local cable company, the county and various city governments, and Access Humboldt, the public access television station, resulted in the design and installation of a television studio within this building as well. We moved forward with Measure S projects, with the completion of the Music building in the spring of 2018. The new agriculture building was completed in early 2021 and students were able to enjoy the new facility when they returned to campus in March. Construction on the new gym began in June of 2021 with an anticipated completion date of November 2022. Plans for modernizing the science building are in process, which will include revitalizing classrooms, a new heating system, and a roof. Measure T, which will fund upgrades to Albee Stadium and Bud Cloney baseball field should break ground summer of 2022. The project will replace and modernize the drainage system, install a turf football field and new track. A new snack bar and restroom facility along with a new team room and upgrades to the existing team room is planned. Baseball and softball fields will be upgraded, along with batting cages and bullpens.

With these positive developments, our campus has many challenges as well. The main campus buildings are aged but historically significant, creating various levels of difficulty when designing improvements. Meeting challenges ranging from compliance with the Americans with Disabilities Act to the seemingly simple issues of upgrading electrical power required of new instructional technologies create a multitude of problems for us in these buildings. Many upgrades to technology and wifi occurred this year.

Year and month of the most recent FIT report

10/24/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Pool: Pool closed due to roof collapsing, HVAC system removed, Lead paint peeling from ceiling and walls, roof deck rotted S 101: Hallway water stained ceiling tile due to heater leak, extension cord used to power ceiling mounted projector, faucet on teaching station loose and water turned off, home made projector mount installed by instructor S 104: Hallway water stained ceiling tile due to heater leak, wall finish peeling under windows S 107: Peeling wall paint, water stained ceiling tile, Hallway ceiling tile water stained due to heater leaking
Interior: Interior Surfaces			X	Auditorium: First floor hallway has water stained ceiling tiles, balcony closed due to accessibility issues C 115: Water stained ceiling tile in hallway C 118: Broken blinds C 121: Broken blinds, several lamps out in light fixtures

School Facility Conditions and Planned Improvements

C 206: Instructor used staples and nails to hang flags and t-shirts/posters damaging plaster walls
 Cafeteria: Mismatched/chipped floor tile, water stained ceiling tile by vent
 Coaches Office: Plaster repair and paint peeling
 Dressing Room: Paint peeling on stairway walls, food splatter on basement door and walls
 Exterior Cafeteria Girl's Restroom: Skylight water leaking causing paint and plaster damage
 First Fl. Boy's Restroom: Paint peeling, one urinal covered with a bag and another short flushing
 Girl's Lobby Restroom: Paint peeling on ceiling
 Girl's Locker Room: Touch up painting in area that mirror was removed
 Hallway Boy's Restroom: Holes in tile from old, removed, dispensers, water off to one sink
 Hallway Girl's Restroom: Holes in tile from old, removed, dispensers
 IT 103: Stapling to drywall damaged surface, four water stained ceiling tiles
 IT 203: Edge of pillar damaged
 IT Stairs: Paint peeling under glass block, broken/cracked glass block, stained ceiling tile in north stairs, window scratched at the top of stairs north side
 Kitchen: Room in need of painting, floor tile mismatched
 Main Gym: Roof drain in lobby cracked and leaking, hole in plaster SE entry, missing rubber baseboard
 MB 15: Restroom sink faucet broken, carpet seems unraveling
 Office 127: Hallway ceiling tiles damaged
 Pool: Pool closed due to roof collapsing, HVAC system removed, Lead paint peeling from ceiling and walls, roof deck rotted
 S 101: Hallway water stained ceiling tile due to heater leak, extension cord used to power ceiling mounted projector, faucet on teaching station loose and water turned off, home made projector mount installed by instructor
 S 102: Ceiling tiles water stained, lamps out in light fixtures
 S 103: Paint peeling on walls, table top coatings damaged, light switch plate not flush with wall, water off to two sinks

School Facility Conditions and Planned Improvements

				<p>S 104: Hallway water stained ceiling tile due to heater leak, wall finish peeling under windows</p> <p>S 105: Water stained ceiling tiles above windows</p> <p>S 106: Carpet seams are coming apart, peeling wall paint and water stain on ceiling tile, table top coating damaged, water off to one sink</p> <p>S 107: Peeling wall paint, water stained ceiling tile, Hallway ceiling tile water stained due to heater leaking</p> <p>S 108: Water stained ceiling tile in NE corner, peeling paint on wall, carpet seam unraveling, ceiling tile loose from ceiling</p> <p>S 109: Carpet seams are coming apart</p> <p>S 110: Water stained ceiling tile</p> <p>Second Fl. Boy's Restroom: Mirror scratched</p> <p>Second Fl. Girl's Restroom: Paint peeling, skylight cracked allowing moisture penetration</p> <p>Stairs from 1st Fl. To 2nd Fl.: Stair tread needs repair</p> <p>Stairs from 1st Fl. To Basement: Plaster repair and paint peeling</p> <p>Work Room 227: Water stained/ damaged ceiling tile in breezeway</p> <p>Work Room: Four water stained ceiling tiles</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>C 200A: Carpet in need of cleaning</p> <p>C 224: Room is cluttered, extension cord used to power plug strip</p> <p>Dressing Room: Paint peeling on stairway walls, food splatter on basement door and walls</p> <p>IT 101: Carpet in need of cleaning</p>
Electrical	X			<p>C 113: Lamps out is several light fixtures</p> <p>C 121: Broken blinds, several lamps out in light fixtures</p> <p>C 122: Several lamps out in light fixtures</p> <p>C 201: VGA cable wrapped around room</p> <p>C 222: Instructor ran speaker cords in front of doorway and covered with a rug</p> <p>C 224: Room is cluttered, extension cord used to power plug strip</p> <p>First Fl. Girl's Restroom: GFI cover plate missing</p> <p>First Fl. Girl's Restroom: Light fixture lens water stained and lamps out in fixture</p> <p>MB 13: Two switch plates missing</p>

School Facility Conditions and Planned Improvements

				<p>S 101: Hallway water stained ceiling tile due to heater leak, extension cord used to power ceiling mounted projector, faucet on teaching station loose and water turned off, home made projector mount installed by instructor</p> <p>S 102: Ceiling tiles water stained, lamps out in light fixtures</p> <p>S 103: Paint peeling on walls, table top coatings damaged, light switch plate not flush with wall, water off to two sinks</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>C 114: Faucet dripping</p> <p>First Fl. Boy's Restroom: Faucet missing button to activate</p> <p>First Fl. Boy's Restroom: Paint peeling, one urinal covered with a bag and another short flushing</p> <p>Hallway Boy's Restroom: Holes in tile from old, removed, dispensers, water off to one sink</p> <p>MB 15: Restroom sink faucet broken, carpet seems unraveling</p> <p>North Hall Coaches Office: Shower in need of replacement</p> <p>S 101: Hallway water stained ceiling tile due to heater leak, extension cord used to power ceiling mounted projector, faucet on teaching station loose and water turned off, home made projector mount installed by instructor</p> <p>S 103: Paint peeling on walls, table top coatings damaged, light switch plate not flush with wall, water off to two sinks</p> <p>S 106: Carpet seams are coming apart, peeling wall paint and water stain on ceiling tile, table top coating damaged, water off to one sink</p> <p>South Hall Coaches Office: Shower in need of replacement</p> <p>Storage 219: Sink water turned off</p>
Safety: Fire Safety, Hazardous Materials	X			<p>Pool: Pool closed due to roof collapsing, HVAC system removed, Lead paint peeling from ceiling and walls, roof deck rotted</p>
Structural: Structural Damage, Roofs			X	<p>Auditorium: First floor hallway has water stained ceiling tiles, balcony closed due to accessibility issues</p> <p>Cafeteria: Mismatched/chipped floor tile, water stained ceiling tile by vent</p>

School Facility Conditions and Planned Improvements				
				Exterior Cafeteria Girl's Restroom: Skylight water leaking causing paint and plaster damage Main Gym: Roof drain in lobby cracked and leaking, hole in plaster SE entry, missing rubber baseboard Second Fl. Girl's Restroom: Paint peeling, skylight cracked allowing moisture penetration
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			IT Stairs: Paint peeling under glass block, broken/cracked glass block, stained ceiling tile in north stairs, window scratched at the top of stairs north side S 113: Window latch broken

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	230	200	86.96	13.04	48.47
Female	94	85	90.43	9.57	56.63
Male	136	115	84.56	15.44	42.48
American Indian or Alaska Native	--	--	--	--	--
Asian	38	37	97.37	2.63	40.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	33	82.5	17.5	40.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	17	85	15	31.25
White	106	89	83.96	16.04	60.92
English Learners	31	26	83.87	16.13	11.54
Foster Youth	--	--	--	--	--
Homeless	16	14	87.5	12.5	85.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	120	87.59	12.41	41.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	17	53.13	46.87	5.88

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	229	184	80.35	19.65	25.00
Female	93	76	81.72	18.28	34.25
Male	136	108	79.41	20.59	18.69
American Indian or Alaska Native	--	--	--	--	--
Asian	38	33	86.84	13.16	12.50
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	33	82.50	17.50	9.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	15	75.00	25.00	20.00
White	105	81	77.14	22.86	39.24
English Learners	31	23	74.19	25.81	0.00
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50	12.50	57.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	136	107	78.68	21.32	16.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	20	62.50	37.50	5.00

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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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
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*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	NT	N/A	NT	N/A	28.72

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	197	NT	NT	NT	NT
Female	110	NT	NT		
Male	87	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	24	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	16	NT	NT	NT	NT
White	108	NT	NT	NT	NT
English Learners	11	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	99	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	NT	NT	NT	NT

2020-21 Career Technical Education Programs

The students at Eureka High School participate in the district's Trade Academy by attending site visits with local industry partners and interacting with guest speakers in their classrooms. This program supplements the curriculum by adding on-site career exploration. Students also connect with local colleges by doing campus tours and classroom visits through HCOEs College Connect program, and Eureka High teachers take the opportunity to host guest lectures from professors and industry partners that specialize in trade work and technical education. Students are also able to participate in internships that are both skill-oriented and resume building in partnership with the Education at Work program.

Eureka High School offers eleven course sequences for CTE pathways that total 27 year-long courses. The pathways focus on eight industry sectors including Agriculture and Natural Resources, Building and Construction Trade, Business and Finance, Engineering and Architecture, Information and Communication Technology, Hospitality, Tourism and Recreation, and Transportation.

The various Career Technical Education programs at Eureka High School provide a comprehensive opportunity for our students to receive instructional experiences and training that articulate directly to the workforce. Additionally, we cultivate partnerships with local agencies and business establishments to provide internship opportunities for students. The percentage of students enrolling in CTE courses has remained near 40% of all students and students achieving pathway completer status has increased over the past five years. This effort is further supported through our ongoing articulation and partnership activities with Humboldt State University and College of the Redwoods. 2 CTE courses totaling 11 sections at EHS were dual-enrolled with College of the Redwoods during 2020-21. Dual enrollment declined due to COVID.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	514
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	72.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4

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	96.24
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	36.97

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

Eureka High School is the largest secondary school on the North Coast of California. EHS is the only comprehensive high school serving the City of Eureka and its surrounding feeder communities. Our approximately 1,220 students are drawn from urban, suburban and rural areas of Humboldt County.

Eureka High School has several active parent groups serving students in many programs. PTSA, Music Boosters, Ag Boosters, Athletic Boosters, English Learner Advisory Committee and several other advisory committees for Career Technical Education that meet regularly. Each of these organizations is dedicated to improving programs for the students at our school.

Also promoting a positive learning environment are the All-Star Breakfast, Academic Fair showcasing students' work, Associated Student Body Academic Recognition awards, Advanced Placement classes, honors classes, athletic opportunities and awards, many clubs, including DECA, FFA, Multicultural, music, and drama.

Contact Eureka High School's main office at 441-2508 for more information.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Eureka Senior High School at (707) 441-2508.

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	0.9	1.4	2.2	5.6	7.4	6.0	9.0	8.9	9.4
Graduation Rate	96.6	96.3	94.4	90.9	91.0	90.9	84.5	84.2	83.6

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	232	219	94.4
Female	122	117	95.9
Male	110	102	92.7
American Indian or Alaska Native	--	--	--
Asian	27	26	96.3
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	44	43	97.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	17	15	88.2
White	130	124	95.4
English Learners	27	25	92.6
Foster Youth	--	--	--
Homeless	22	20	90.9
Socioeconomically Disadvantaged	155	144	92.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	38	29	76.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1254	1209	97	8.0
Female	594	572	50	8.7
Male	659	636	47	7.4
American Indian or Alaska Native	64	58	8	13.8
Asian	147	147	2	1.4
Black or African American	21	19	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	258	253	28	11.1
Native Hawaiian or Pacific Islander	18	18	1	5.6
Two or More Races	107	104	16	15.4
White	629	601	42	7.0
English Learners	138	137	11	8.0
Foster Youth	22	19	7	36.8
Homeless	30	28	6	21.4
Socioeconomically Disadvantaged	729	705	74	10.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	189	186	28	15.1

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	8.77	0.08	6.20	0.63	3.47	0.20
Expulsions	0.16	0.00	0.05	0.00	0.08	0.00

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	7.98	5.15	2.45
Expulsions	0.08	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.08	0.00
Female	0.00	0.00
Male	0.15	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.16	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Eureka High School reviews the comprehensive safety plan each year. The topic of school safety is included in regularly scheduled staff meetings throughout the year where important safe school planning components are discussed with the goal of keeping the plan current and active.

The broad-ranged plan provides a focus for our school in the two areas causing the greatest concern for our school: the potential for school violence from outside sources and related security concerns, in addition to readiness for a natural disaster. We have specifically focused on tasks to establish communication protocols. Student accountability and release procedures have been developed. Staff has been identified as having specialized skill sets to help with specific emergency situations.

In our effort to ensure we keep the issue of school safety in front of us, our administrative team hosts a meeting two Monday mornings per month, composed of school officials from the district, Eureka Police, and Humboldt County Probation. This collaboration allows all involved to remain informed of community-based issues that may affect our schools. The School Resource Officer, assigned to Eureka High School from the Eureka Police Department, actively leads the planning of our safe school readiness policies. We recognize that since our campus is spread out into multiple buildings that there are specific challenges we must address. While we see this physical layout as beneficial to our safety needs, it emphasizes the requirement for a solid communication link to be able to take advantage of this multi-building layout. In addition, Eureka Police Department and Humboldt Bay Fire have been consulted when coordinating and developing emergency release and response plans and when developing staff training.

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	25	13	23	10
Mathematics	26	11	18	11
Science	22	10	18	
Social Science	28	4	13	12

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	26	11	18	15
Mathematics	26	13	17	11
Science	23	7	22	
Social Science	26	10	9	10

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	22	20	28	3
Mathematics	24	15	26	5
Science	23	9	20	
Social Science	26	8	16	7

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	586

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)	2.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.3
Social Worker	0.5
Nurse	0.8
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

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	\$8,751	\$1,872	\$6,879	\$55,825
District	N/A	N/A	\$8,833	\$61,426
Percent Difference - School Site and District	N/A	N/A	-24.9	-9.6
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-20.4	-31.9

2020-21 Types of Services Funded

The Eureka City Schools District has been experiencing declining enrollment, following a trend experienced throughout the county. This declining enrollment combined with drops in state revenue has resulted in declining funding for educational programs and related services. Despite these fiscal struggles, we have a complete and comprehensive English Learner Program and Special Education Services. EHS had an increase in enrollment for the 2019-20 and the 2020-21 school years. Our Economic Impact Aide funding partially supports our certificated Advancement Via Individual Determination (AVID) program which guides gifted but underachieving students toward college. We continue to offer ELD and English Loop classes to support English learners.

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	\$41,586	\$48,119
Mid-Range Teacher Salary	\$58,061	\$74,665
Highest Teacher Salary	\$81,683	\$98,160
Average Principal Salary (Elementary)	\$94,403	\$118,542
Average Principal Salary (Middle)	\$112,983	\$125,068
Average Principal Salary (High)	\$122,760	\$133,516
Superintendent Salary	\$200,086	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

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	18.5
--	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	4
Fine and Performing Arts	0
Foreign Language	2
Mathematics	4
Science	3
Social Science	5
Total AP Courses Offered	18

Professional Development

Eureka High School utilized weekly collaboration time to work as a whole staff, departments, subject-specific groups, and cross-curricular groups. This year's work has focused on the area of distance learning and adjustment of our curriculum due to COVID. There has been an ongoing focus on integration of AVID strategies and Constructing Meaning strategies school-wide. The majority of the staff is now trained in classroom circles, using a Restorative Justice model.

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. 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 our adult education program and is in 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.

When funding permits, teachers and staff are provided the opportunity to attend weekend conferences in line with the school's general curricular direction as well as Summer institutes in Writing, Literature, Math, Career Technical, Advanced Placement and AVID trainings.

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, A Unified District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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

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	1865	1682	90.19	9.81	29.55
Female	879	801	91.13	8.87	34.22
Male	986	881	89.35	10.65	25.34
American Indian or Alaska Native	114	101	88.60	11.40	9.90
Asian	221	207	93.67	6.33	32.68
Black or African American	43	39	90.70	9.30	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	476	429	90.13	9.87	22.04
Native Hawaiian or Pacific Islander	33	30	90.91	9.09	32.14
Two or More Races	183	161	87.98	12.02	21.88
White	786	706	89.82	10.18	37.95
English Learners	345	312	90.43	9.57	7.74
Foster Youth	43	38	88.37	11.63	21.05
Homeless	204	166	81.37	18.63	23.75
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	1341	1203	89.71	10.29	23.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	9.09

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	1864	1660	89.06	10.94	19.43
Female	878	792	90.21	9.79	18.19
Male	986	868	88.03	11.97	20.55
American Indian or Alaska Native	114	97	85.09	14.91	11.34
Asian	221	203	91.86	8.14	17.41
Black or African American	43	41	95.35	4.65	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	476	427	89.71	10.29	12.77
Native Hawaiian or Pacific Islander	33	29	87.88	12.12	17.24
Two or More Races	183	162	88.52	11.48	16.67
White	785	693	88.28		26.05
English Learners	345	309	89.57	10.43	6.56
Foster Youth	43	38	88.37	11.63	13.16
Homeless	204	166	81.37	18.63	15.66
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	1340	1188	88.66	11.34	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	8.20

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.

*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.

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

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
Grade 10	4
Grade 11	25
Grade 12	40
Total Enrollment	69

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	10.1
Asian	2.9
Black or African American	1.4
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	2.9
Two or More Races	7.2
White	52.2
English Learners	1.4
Foster Youth	7.2
Homeless	15.9
Socioeconomically Disadvantaged	81.2
Students with Disabilities	20.3

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 12th grade, Uncharted Territory, A high School Reader, adopted 2018 Edge Grammar & Writing; National Geographic, adopted 2011 The Language of Composition; Bedford, Freeman, Worth, adopted 2011 Literature (2009); McDougal Littell, adopted 2011 World Mythology, NTC Publishing Group, adopted 1994 The Glass Castle, adopted 2010 Writing That Works, adopted 2012 Of Mice and Men, adopted 2000 Lord of the Flies, adopted 2006 To Kill a Mockingbird, adopted 2001 Shakespeare, adopted 1970 McDougal Littell, Language of Literature, Grade 9, 2002 McDougal Littell, Language of Literature, Grade 10, 2002	Yes	0

	Bedford, Language of Composition, Grade 11, 2002		
Mathematics	CA CC Algebra 1, adopted 2015 Algebra Structures and Methods, McDougal Littell, adopted 2000 Algebra 2, adopted 2012 Geometry, Pearson, adopted 2011 Algebra 2 Common Core, Pearson, 2012	Yes	0
Science	Earth Science; Glencoe, adopted 2006 Biology, Miller Livine, 2007	Yes	0
History-Social Science	History Alive! Pursuing American Ideals, TCI, adopted 2018 History Alive! World Connections by TCI Teacher Curriculum Institute (TCI); adopted 2017 Economics- Econ Alive: The Power of 10, adopted 2011 Econ Alive: The Path to Choose, 2010 The Americans; McDougal Littell, adopted 2008 United States Government: Democracy in Action; McGraw Hill Glencoe, adopted 2007	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

School Facility Conditions and Planned Improvements

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
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	33	19	57.58	42.42	21.05
Female	14	7	50	50	--
Male	19	12	63.16	36.84	8.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	8	57.14	42.86	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	13	54.17	45.83	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
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	33	19	57.58	42.42	0.00
Female	14	7	50.00	50.00	--
Male	19	12	63.16	36.84	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	8	57.14	42.86	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	13	54.17	45.83	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
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	NT	N/A	NT	N/A	28.72

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	37	NT	NT	NT	NT
Female	13	NT	NT		
Male	24	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	24	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	30	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

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	78
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	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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	25.6	26.3	26.1	5.6	7.4	6.0	9.0	8.9	9.4
Graduation Rate	64.1	73.7	71.7	90.9	91.0	90.9	84.5	84.2	83.6

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	46	33	71.7
Female	16	14	87.5
Male	30	19	63.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	28	21	75.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	17	8	47.1
Socioeconomically Disadvantaged	44	31	70.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
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	98	95	86	90.5
Female	41	39	36	92.3
Male	57	56	50	89.3
American Indian or Alaska Native	9	9	9	100.0
Asian	3	3	3	100.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	20	20	19	95.0
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	7	7	7	100.0
White	55	52	46	88.5
English Learners	5	5	4	80.0
Foster Youth	6	6	6	100.0
Homeless	15	15	14	93.3
Socioeconomically Disadvantaged	78	77	69	89.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	20	20	19	95.0

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	1.87	0.00	6.20	0.63	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

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	7.61	5.15	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

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

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	16	6		
Mathematics	6	8		
Science	9	4		
Social Science	18	6		

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	12	9	1	
Mathematics	4	10		
Science	8	4		
Social Science	19	6		

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	9	12		
Mathematics	5	10		
Science	11	4		
Social Science	19	6		

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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.3
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.6

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	\$61,426
Percent Difference - School Site and District	N/A	N/A	49.3	-25.2
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	53.5	-47.1

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	\$41,586	\$48,119
Mid-Range Teacher Salary	\$58,061	\$74,665
Highest Teacher Salary	\$81,683	\$98,160
Average Principal Salary (Elementary)	\$94,403	\$118,542
Average Principal Salary (Middle)	\$112,983	\$125,068
Average Principal Salary (High)	\$122,760	\$133,516
Superintendent Salary	\$200,086	\$194,199
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	5%	6%

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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, A Unified District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

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

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	1865	1682	90.19	9.81	29.55
Female	879	801	91.13	8.87	34.22
Male	986	881	89.35	10.65	25.34
American Indian or Alaska Native	114	101	88.60	11.40	9.90
Asian	221	207	93.67	6.33	32.68
Black or African American	43	39	90.70	9.30	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	476	429	90.13	9.87	22.04
Native Hawaiian or Pacific Islander	33	30	90.91	9.09	32.14
Two or More Races	183	161	87.98	12.02	21.88
White	786	706	89.82	10.18	37.95
English Learners	345	312	90.43	9.57	7.74
Foster Youth	43	38	88.37	11.63	21.05
Homeless	204	166	81.37	18.63	23.75
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	1341	1203	89.71	10.29	23.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	9.09

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	1864	1660	89.06	10.94	19.43
Female	878	792	90.21	9.79	18.19
Male	986	868	88.03	11.97	20.55
American Indian or Alaska Native	114	97	85.09	14.91	11.34
Asian	221	203	91.86	8.14	17.41
Black or African American	43	41	95.35	4.65	14.63
Filipino	--	--	--	--	--
Hispanic or Latino	476	427	89.71	10.29	12.77
Native Hawaiian or Pacific Islander	33	29	87.88	12.12	17.24
Two or More Races	183	162	88.52	11.48	16.67
White	785	693	88.28		26.05
English Learners	345	309	89.57	10.43	6.56
Foster Youth	43	38	88.37	11.63	13.16
Homeless	204	166	81.37	18.63	15.66
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	1340	1188	88.66	11.34	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	294	244	82.99	17.01	8.20

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.

*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.

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

AGENDA ITEM

Agenda Title: Approval and Acceptance of the Grant Award Notification (GAN) for the 2021-2022 Supporting Inclusive Practices Preschool
Meeting Date: February 3, 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 Award Notification (GAN) for the Supporting Inclusive Practices Preschool.

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

The funds will be used to support the District to increase access to and achievement in the general education environment for students with disabilities.

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 was a new grant to Eureka City Schools in the 2018-19 school year.

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

The grant award is \$15,000.

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


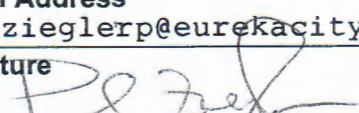
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

▢ GAN

Grant Award Notification

GRANTEE NAME AND ADDRESS Eureka City Schools Unified School District 2100 J Street Eureka, CA 95501-3055				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				21	13839	75515	00
Attention Dr. Fred Van Vleck, Superintendent				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Eureka City Schools Unified				Resource Code		Revenue Object Code	12
Telephone 707-441-2414				3326		8182	INDEX
Name of Grant Program 2021-22 Supporting Inclusive Practices Preschool							0663
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$15,000		\$15,000		07/01/2021	09/30/2023	
CFDA Number	Federal Grant Number	Federal Grant Name				Federal Agency	
84.173A	H027A210116	Individuals with Disabilities Education Act Part B, Section 619				United States Department of Education	
<p>I am pleased to inform you that you have been funded for the Supporting Inclusive Practices Preschool grant. Funds will be used to support districts to increase access to and achievement in general education environment for students with disabilities.</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 return the original, signed Grant Award Notification form (AO-400) to:</p> <p style="text-align: center;">Nellie Amaro, Associate Governmental Program Analyst Special Education Division, Focused Monitoring and Technical Assistance Unit V California Department of Education 1430 N Street, Room 2401 Sacramento, CA 95814-5901</p> <p>Please also scan and email a copy of the signed Grant Award Notification to NAmaro@cde.ca.gov.</p>							
California Department of Education Contact				Job Title			
Erin Rodrigues, Special Education Division				Education Programs Assistant			
E-mail Address						Telephone	
ERodrigues@cde.ca.gov						916-455-4559	
Signature of the State Superintendent of Public Instruction or Designee						Date	
						January 14, 2022	
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
<p><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></p>							
Printed Name of Authorized Agent				Title			
Paul Ziegler				Asst. Superintendent			
E-mail Address						Telephone	
zieglerp@eurekacityschools.org						707-441-2413	
Signature						Date	
						1/24/22	

Grant Award Notification (Continued)

The following grant conditions apply:

1. This grant was awarded to the California Department of Education (CDE) by the U.S. Department of Education (ED). This program is authorized under the Individuals with Disabilities Education Act (IDEA), Part B, Section 619, as amended on December 3, 2004, and codified under Public Law (PL) 108–446, 20 *United States Code (USC)* 1400 et seq. Implementing regulations for this program are in Title 34 of the *Code of Federal Regulations (CFR)* Part 300. This grant shall be administered in accordance with the provisions of the IDEA.
2. IDEA Part B funds are subject to the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, codified in 2 *CFR* Part 200 and commonly referred to as the Uniform Guidance. The Uniform Guidance provisions in 2 *CFR* Part 200 replace provisions previously found in the Education Department General Administrative Regulations or EDGAR in 34 *CFR* parts 74 and 80 and prior Office of Management and Budget Circulars A-87 and A-133.
3. General assurances and certifications are required for grants supported by federal funds and are hereby incorporated by reference. The CDE has agreed to accept the assurances your agency currently provides in the Consolidated Application. Information about the general assurances and certifications is available on the CDE General Assurances 2020–21 web page at <https://www.cde.ca.gov/fq/fo/fm/generalassurances2021-22.asp>.
4. The grantee must sign and complete the Certification of Acceptance of Grant Requirements section of the AO-400, which certifies that the grantee accepts and agrees to the conditions of the grant. The grantee must return the signed AO-400 to the CDE.
5. The grantee must complete and return the enclosed Expenditure Report to the CDE. Please ensure these funds are appropriately reported by using the Standardized Account Code Structure indicated on this award. All approved project funds must be expended within the designated award period. Refer to the Expenditure Report for detailed information on reporting requirements and payment reimbursements.
Note: The Federal Cash Management Improvement Act of 1990 was enacted by PL 101–453 and codified at 31 *USC* sections 3335, 6501, and 6503. The implementing regulations are provided in Title 31 of the *CFR* Part 205. In accordance with Title 31 *CFR* Part 205.10, the CDE grant allocations must be limited to the actual, immediate cash requirements of the grantee.
6. Upon completion of grant conditions 3 through 5, the initial payment will be processed up to the actual expenditures reported.
7. The grantee must have a negotiated, approved, federally recognized indirect cost rate (ICR) for agency-wide and general management costs according to *CFR* Part 200.331(a)(4). The CDE-approved rates for local educational agencies are available on the CDE ICR web page at <https://www.cde.ca.gov/fq/ac/ic/>. The grantee must provide their ICR and the total indirect cost claimed on the Final Expenditure Report.
8. The grantee must return the Final Expenditure Report to the CDE no later than October 6, 2023, in order to meet end-of-year federal reporting and payment deadlines. Upon receipt of the Final Expenditure Report, up to 100 percent of the grant will be reimbursed.
9. Under the False Claims Act, each recipient awarded funds under the IDEA shall promptly refer to the ED Office of Inspector General (OIG) any credible evidence that a principal, employee, agent, contractor, sub-recipient, subcontractor, or other person has submitted a false claim or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds. Information about the ED OIG Hotline is available on the OIG Hotline Fraud Prevention Web page at <https://www2.ed.gov/about/offices/list/oig/hotline.html>.

Grant Award Notification (Continued)

10. Under the authority of the CDE, if your agency is identified as noncompliant, special conditions may be imposed. The State Superintendent of Public Instruction may authorize the CDE to withhold partial or total funding. Agencies with sanctions will receive notification of special conditions. No payments will be released to agencies with special conditions until the CDE receives written notification from the agency agreeing to the special conditions.
11. By signing this document, you are agreeing to the terms and conditions of this grant, if selected, and will utilize grant funding for the purposes allowable to implement Supporting Inclusive Practices (SIP), including:
 - Increased inclusion of students with disabilities in the general education environment
 - Creation of a new or update to an existing action plan for increasing Least Restrictive Environment targets by June 2022
 - Participation in scheduled Supporting Inclusive Practices events, which include but are not limited to: attending webinars, sending at least one Local Education Agency (LEA) representative to the Spring Institute, sending at least one LEA representative to other SIP trainings scheduled in the 2021–22 fiscal year
 - Scheduling of ongoing coaching/training with your assigned LEAs which will include at least one site visit per the 2021–22 fiscal year
 - Participation in quarterly conference calls to update SIP Directors and the California Department of Education Contract Monitor of regional technical assistance and support provided
 - Use of a digital data collection system
 - An administrator to serve as the project lead

Additionally, if personnel changes occur within the project or you are unable to complete the project due to an unforeseen issue, you must notify the SIP Directors. Grant funding will be prorated for sites that are unable to complete the project.

If you have any fiscal questions regarding this grant, please contact Nellie Amaro, Associate Governmental Program Analyst, Special Education Division, by phone at 916-327-3639 or by email at NAmaro@cde.ca.gov.

If you have any questions regarding payment status, please contact the Special Education Division, Administrative Services Unit, by email at SEDGrants@cde.ca.gov.

cc: Business Fiscal Officer: Expenditure Report
Special Education Local Plan Area Director

Supporting Inclusive Practices Preschool Expenditure Report Instructions Resource Code 3326

What's New

Beginning in fiscal year 2020–21, the special education local plan area (SELPA) responsible local agency/administrative unit (RLA/AU) must complete the Indirect Cost Rate (ICR) Report and return with the Final Expenditure Report. When submitting the ICR Report, the grantee must report the maximum allowable and actual indirect cost claimed by each SELPA RLA/AU receiving Individuals with Disabilities Education Act (IDEA) funds excluding pass through to local educational agencies (LEAs).

The downloadable versions of the forms below are available on the California Department of Education (CDE) Local Educational Agency Grants web page at <https://www.cde.ca.gov/sp/se/as/leagrnts.asp>.

- Expenditure Report
- Expenditure Report Instructions
- Budget Plan
- Indirect Cost Rate Report

Expenditure Report Instructions are as follows:

Purpose of Report

The Expenditure Report (ER) is used to determine the grant payment based on the actual expenditures reported during the grant award period.

Budget Plan Requirement

- After September 30, 2023, a Budget Plan (BP) must accompany the ER unless funds are fully expended.
- Failure to submit a BP with the ER, will result in a delay of payments to the grantee. Submit the BP and ER to: SEDgrants@cde.ca.gov

Indirect Cost Rate

- The grantee must have a negotiated, approved, federally recognized indirect cost rate (ICR) for agency-wide and general management costs according to Title 31 *Code of Federal Regulations (CFR)* Section 200.331(a)(4).
- The CDE-approved rates for LEAs are available on the CDE ICR web page at <https://www.cde.ca.gov/fg/ac/ic/>.

- The grantee must provide their ICR and the total indirect expenses on the Final ER. Submit the ICR and ER to: SEDgrants@cde.ca.gov

Payments

- Grantee must complete and return to the CDE the ER, the signed Grant Award Notification, and supporting documents (if applicable). In addition, general assurances and certifications are required for grants supported by federal funds. Upon receipt of these documents, the initial payment will be issued on a reimbursement basis and determined by the expenditures reported.
- In accordance with *CFR* Section 205.10, the grant payments must be limited to the actual immediate cash requirements of the grantee. Payments will be issued up to the reported expenditures.
- Title 34 *CFR* Section 80.20(b)(7) requires that if the state's sub-recipients receive payments, procedures must be followed to minimize the time between the receipt and disbursement of federal funds.
- Upon receipt of the Final ER and ICR Report (if applicable), the CDE will issue up to 100 percent of the total grant award.

Expenditure Report Due Dates

- Reports 1–6 are due 30 days after the last day of each report period. Report 7 is due on or before October 6, 2023.
- The Expenditure Reports, Budget Plans, and Indirect Cost Rate Reports are to be submitted to the Administrative Services Unit's email at: SEDgrants@cde.ca.gov. In the subject line use: 21-13839-SIPP | GAN [insert grantee's name].

If you have any questions in regards to the 2021–22 Supporting Inclusive Practices Preschool grant, please send your questions to the grant email at SEDContractsGrants@cde.ca.gov

Return completed form to:
Special Education Division
Administrative Services Unit
California Department of Education
1430 N Street, Suite 2401
Sacramento, CA 95814-5901

Acronym Legend

SELPA: Special Education Local Plan Area
SCO: State Controller's Office

Special Education Federal Grants: Expenditure Report

Grant Fiscal Year:

Grant Name:

Grantee Name:

SELPA Name:

SELPA Code:

Program Cost Account:

Vendor Number:

Suffix:

Standardized Account Code Structure (SACS) Resource Code:

Refer to the Grant Award Notification for grant award period dates.

Refer to the Expenditure Report Instructions for reports 1–7 report periods, due dates, and reimbursement requirements.

Report Periods

Check the appropriate boxes to indicate the report period for this report.

- ☐ Report 1
- ☐ Report 2
- ☐ Report 3
- ☐ Report 4
- ☐ Report 5
- ☐ Report 6
- ☐ Report 7
- ☐ Final Report

Final Report

The Grantees may submit a Final Expenditure Report (FER) prior to the award ending date, if funds have been fully expended. Upon receipt of the FER and Indirect Cost Rate (ICR) Report (if applicable), the California Department of Education (CDE) will issue up to 100 percent of the total grant award. Refer to the Grant Award Notification conditions for ICR Report requirements. If the grantee did not expend all funds received, the CDE will issue an invoice for the amount (if any) determined as excess to be returned.

Expenditures Summary

Description	Amount
A. Total Grant Award Amount	
B. Prior Cumulative Actual Expenditures Reported, includes Comprehensive Coordinated Early Intervening Services (CCEIS), Coordinated Early Intervening Services (CEIS), and Private Parentally Placed Individual Service Plan (PPP ISP), if applicable	
C. Current Actual Expenditures	
D. Current CCEIS and CEIS Actual Expenditures (if applicable)	
E. Current PPP ISP Actual Expenditures (if applicable)	
PPP ISP Set Aside Amount (if applicable)	
F. Total Combined Expenditures (B through E)	
G. Cash Payments Received	
H. Reimbursement Claimed (F minus G)	
I. Report on Final Expenditures Report only. Indicate the Total Indirect Cost Claimed as reported on the ICR Report (if applicable)	
J. Unused Balance (A minus F)	

Certification

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729–3730 and 3801–3812). Full records of receipts and expenditures have been maintained and are available for a period of five years after submission of a Final Expenditure Report.

Name and Title of Authorized Agent	Name and Title of Contact Person	Email and Phone Number of Contact Person

Signature of Authorized Agent

Signed By:	Date Signed:

For CDE Use Only

Approved By		Date Approved		Budget Plan	
Interim Payment		Final Payment		Date to SCO	
Payment Identifier		Voucher Number:			

AGENDA ITEM

Agenda Title: Approval of Agreement between BSN Sports/Nike and Eureka High School
Meeting Date: February 3, 2022
Item: Consent

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

The Governing Board is asked to approve the agreement between BSN Sports/Nike and Eureka 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)*

Our contract with Under Armour expired at the end of the year and the new offer from Under Armour provides less value than the previous contract. The Nike offer provides better fiscal opportunities for EHS athletics.

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 contract with Under Armour expired December 31, 2021.

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

The new contract gives the school \$6,000 per year for apparel, 35% off retail price on Nike purchases, and up to a 10% rebate on all Nike purchases.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▢ Agreement



BSN SPORTS REWARD PROGRAM

FOR

Eureka High School

BSN SPORTS is pleased to offer **Eureka High School** the **BSN SPORTS REWARDS PROGRAM** for the purchase and supply of athletic apparel and equipment.

BSN SPORTS Product Pricing: Customer shall be able to purchase products at the following discounts:

- | | |
|---------------------------------------|-----------------------|
| • Nike Team Apparel/Stock Uniforms | 35% off Retail Price |
| • BSN SPORTS Products | 15% off Catalog Price |
| • BSN SPORTS Catalog Branded Products | 10% off Catalog Price |

BSN SPORTS Products are identified in our catalog with a black star icon next to the product code. BSN SPORTS catalog branded products are products distributed by BSN SPORTS from a manufacturer such as Wilson, Spalding, Rawlings, etc.

All Custom Uniforms and Footwear will be priced separately. Custom apparel, decorated apparel and footwear from any other manufacturers offered by BSN SPORTS will be at the then-current team discount pricing.

Decoration charges are not included in the above discounts.

Sales through the following channels will not be included in Spending Level Totals for purposes of calculating the Product Rebates: products sold to the Cheerleading coach, through Fan Cloth, BSN SPORTS Sideline Stores. Fan Cloth is a fundraising partner of BSN SPORTS and this BSN Rewards Program does not prevent the Customer from using Fan Cloth.

My Team Shop: BSN SPORTS' online player pay site is required to be used by all varsity programs. Other programs including club sports, intramurals and other organizations will be encouraged to participate. My Team Shop sales will be included in the Spending Level Totals.

Shipping: Customer will pay freight charges on all orders.

Product Rebate: Subject to the terms below, Customer will receive a Product Rebate selected from a list of products, inclusive of applicable freight charges, provided by BSN SPORTS subject to availability at the time of order. 50% of Product Rebate must be redeemed using BSN Product (indicated in catalog with a black star). Product Rebates may not be used to reduce outstanding balances. Product Rebates are available after the requirements below are met.

Product Rebates must be redeemed in the final two months of the Agreement Year (as defined below). Unused Product Rebate amounts, as of 5PM CST on the last day of each

FOOTBALL
BASKETBALL
VOLLEYBALL
SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK&FIELD
STRENGTH&
FITNESS
WRESTLING
SPORTS MED
SPEED
AGILITY
SCOREBOARDS
BENCHES&BLEACHERS
COACHING
AQUATICS



Agreement Year, are forfeited by the Customer. As a result, Product Rebate amounts cannot be carried from one Agreement Year to the next. Rebates only apply to orders placed under the terms and conditions of this BSN Rewards Program (including pricing).

\$100,000+	Annual Rebate Amount: 10% of BSN equipment annual spend in BSN SPORTS equipment at catalog price.
\$55,000 - \$99,999	Annual Rebate Amount: 7% of BSN equipment annual spend in BSN SPORTS equipment at catalog price.
\$30,000 - \$54,999	Annual Rebate Amount: 5% of BSN equipment annual spend in BSN SPORTS equipment at catalog price.
\$15,000-\$29,999	Annual Rebate Amount: 3% of BSN equipment annual spend in BSN SPORTS equipment at catalog price.

Maximum annual Product Rebate will be the amount above, inclusive of any manufacturer incentives. Orders with discounts greater than stated above will be excluded.

Any decoration or customization to rebate product is paid for by the Customer.

In addition, Eureka High School Athletic Program will qualify for the following incentives provided by BSN Sports and Nike Team.

Nike Apparel Program: Eureka High Schools must purchase Nike uniforms for all sports. If Nike doesn't offer uniforms for a sport, BSN Sports will collaborate with coach on an alternative brand.

Nike Team incentives, 2022 through 2027.

BSN Sports and Nike Team will provide:

Year 1 - \$6,000
Year 2 - \$6,000
Year 3 - \$6,000
Year 4 - \$6,000
Year 5 - \$6,000

Any decoration or customization to rebate product is paid for by the Customer.

Terms and Conditions: All purchases will be made through BSN SPORTS. Only products purchased through BSN SPORTS will be eligible for the Product Rebate.

All of Customer's accounts payable owing to BSN SPORTS must be paid within the payment terms provided by BSN SPORTS to receive Product Rebate.

Term: The initial term of this BSN Rewards Program shall be for five (5) years (the "Initial Term") commencing on the date this BSN Rewards Program is signed by an authorized officer of both parties and ending on the fifth (5th) anniversary of such date. At the

FOOTBALL
BASKETBALL
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SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK&FIELD
STRENGTH&
FITNESS
WRESTLING
SPORTS MED
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SCOREBOARDS
BENCHES&BLEACHERS
COACHING
AQUATICS



expiration of the Initial Term, this BSN Rewards Program will automatically renew for successive one (1) year periods (each a "Renewal Term" and collectively with the Initial Term the "Term") unless a party provides the other party with written notice of its intent not to renew this BSN Rewards Program at least ninety (90) days prior to the expiration of the then current Term. Each 12-month period during the Initial Term or any Renewal Term shall be defined as an Agreement Year.

Service Plan:

Scheduled Monthly visits or virtual time to be determined by Administrator. Allows administration, coaches, and club leaders the opportunity to view samples, catalogs, and ask any questions regarding BSN Sports products and services.

Eureka High School

BSN SPORTS

Ath. Director or Authorized
Representative

Date

Vice President

FOOTBALL
BASKETBALL
VOLLEYBALL
SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK & FIELD
STRENGTH &
FITNESS
WRESTLING
SPORTS MED
SPEED
AGILITY
SCOREBOARDS
BENCHES & BLEACHERS
COACHING
AQUATICS

AGENDA ITEM

Agenda Title: Approval of Agreement between Matson & Vallerger Architects, Inc. and Eureka City Schools: Zane Building 1 Reroofing Project
Meeting Date: February 3, 2022
Item: Consent

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

The Governing Board is asked to approve the agreement between Matson & Vallerger Architects, Inc. and Eureka City Schools for the reroofing of Zane's Building 1.

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

Matson and Vallerger will prepare bid documents for the project.

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)*

Not applicable.

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

See attached hourly rates.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Agreement



3234 T Street
Eureka, CA 95503
(707) 443-1669
Fax: 443-4792

January 12, 2022

Charley Batini
Eureka City Schools
2100 J Street
Eureka, CA 95501

Subject: 2022 Reroofing Work
Zane Middle School - Building 1

Dear Charley,

Thank you for your continued working relationship with Matson & Valleria Architects.

This letter is intended to document our understanding of the nature and scope of the architectural services required in connection with the above referenced project. When executed, this letter will serve as the Contract between us for the provision of these services.

The scope of our work at this time is described as follows:

- Develop documents suitable for bidding and installation of new roof for Building 1 at the above referenced site.

For the above described work, our billings to you will be per our attached current hourly rates with an estimate of \$5,000. We will bill you monthly. Payment is due and payable upon receipt of our invoice. Billings unpaid thirty (30) days from the date of the invoice will incur a service charge of 1-1/2% per month.

This Agreement may be amended with additional provisions by mutual written agreement upon such time that a more specific scope of services and/or fee estimate are determined for the project.

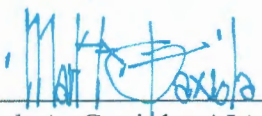
This Agreement shall be considered terminated upon 48 hours advance written notice by either party. All costs accrued prior to the termination date shall be due at the time of termination.

Client agrees that all billing from Architect to Client are correct and binding on Client unless Client, within ten (10) days from the date of receipt of such billing, notifies Architect in writing of alleged inaccuracies, discrepancies or errors in billing.

If you are in agreement with the contents of this letter and the scope of work described, please sign in the space provided below and return one copy to our office.

Please call if you have any questions.

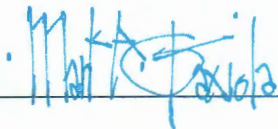
Sincerely,



Mark A. Gaxiola, AIA
California Architect
License #C23899

Accepted for: Matson & Vallerger Architects, Inc.

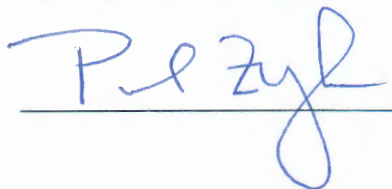
Mark A. Gaxiola, AIA
Principal



Date: 01-12-22

Accepted for: Eureka City Schools

Signature:



Date: 1/14/22



3234 T Street

Eureka, CA 95503

(707) 443-1669

Fax: 443-4792

MAY 1, 2019

MATSON & VALLERGER HOURLY RATES:

Principal Architect	\$130.00/Hour
Architect/Project Manager	\$115.00/Hour
Designer/Intern	\$100.00/Hour
Administrative Assistant	\$ 70.00/Hour

Reimbursables:

Mileage	\$0.60/Mile
24x36 Photocopies/Plots	\$3.00/Each
11X17 Photocopies	\$0.25/Each
8-1/2X11 Photocopies	\$0.10/Each
Shipping	Actual Cost
Consultants	Actual Cost
Archive Research	\$80.00/Hour (2 Hour Minimum)

AGENDA ITEM

Agenda Title: Approval of Declaration of Equipment as Surplus and Authorization to Sell
Meeting Date: February 3, 2022
Item: Consent

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

The Governing Board is asked to authorize the District to sell and/or dispose of surplus school equipment that is no longer suitable or required for school use.

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

The following equipment is obsolete and no longer suitable or required for school use at Eureka High School: Abrasive Planer, ECS asset number 17223/000613; Stationary Belt Sander, no asset number.

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 \$)*

There is potential for revenue if items are sold at district surplus sales.

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

Paul Ziegler, Assistant Superintendent of Business Services

AGENDA ITEM

Agenda Title: Approval of Field Trip Requests: Various Field Trips - Eureka High School
Meeting Date: February 3, 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. February 23-27, 2022 - DECA Club - Attending DECA State Career Development Conference in Anaheim, CA
2. June 20-23, 2022 - EHS Players/Drama Club - Trip to Ashland, OR

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 Players Field Trip Request
- ▣ DECA Field Trip Request

CONSENT ITEM

WHAT:

The Governing Board is asked to approve the following Field Trip:

The Eureka High Schools players annual(ish) field trip to Ashland, Oregon to attend the Oregon Shakespeare Festival.

WHY (briefly explain why approval is important; and, if applicable, how it is connected to the Site, District or Strategic Plan):

This particular trip is an educational and inspirational experience for students interested in theater. Students attend professional performances, where different races, ethnicities and cultures are often explored and expressed; they participate in workshops with professional actors and directors, and they take time to get to know the town of Ashland building community and rapport with their fellow students.

HISTORY:

 X Annual Trip

 First Year Attending

 Other: _____

HOW MUCH: \$450 Per student/\$350 for chaperones

Name: Nanette Voss

Dates of Trip: 6/20-23. 2022

Club/Organization: Eureka High School Players/Drama Club

What means of transportation: Chaperone Cars

Number of students participating: 20

Briefly describe the details of the trip (chaperone, lodging, etc.):

We stay at Southern Oregon University. We see 4 shows in 3 days. We walk from the university to downtown every day, see shows, and just hang out in the beautiful town of Ashland. There will be 10 chaperones.

Eureka City Schools**School-Sponsored Student/s Overnight Trip Checklist**

Date Complete d (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)
10/1/2021	Principal establishes a process for approving a staff member's request to conduct a school-sponsored trip.	NV	JJ
10/1/2021	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.	NV	JJ

10/1/2021	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).	NV	JJ
11/14/2021	Staff notified parents and students that students are under jurisdiction of the district and subject to district and school rules and regulations.	NV	JJ
4/5/2022	Staff hold parent information meeting for staff, chaperones, parents/guardians and students to discuss safety and importance of safety-related rules.	NV	JJ
5/1/2022	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.	NV	JJ
6/20/2022	During travel, staff will have school's first aid kit in his/her possession or immediately available.	NV	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)
12/17/2021	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.	NV	JJ

6/1/2022	Transportation information must include how and who is transporting students. If by chartered bus, Director of Transportation must be notified.	NV	JJ
n/a	Parent permission letter for travel out-of-country obtained for each student (District Letter form letter).	N/A	N/A
6/15/2022	Forms JPA 1 signed and on file at the school prior to departing on out-of-country school sponsored activity.	NV	JJ
1/10/2022	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.)	NV	JJ
6/15/2022	District shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion.	NV	JJ
n/a	Students must have travel insurance for travel out of lower 48 states.	N/A	N/A
12/17/2021	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.	NV	JJ

APPROVED:

Site Principal: _____ Jennifer Johnson _____ Date: __1/10/2__

Teacher/Staff: __Nanette Voss_____ Date: __1/10/2022_____

Director of Personnel: _____ Date: _____

Field Trip Request Form

(Overnight / Out-of-Town or State)

CONSENT ITEM

WHAT:

The Governing Board is asked to approve the following Field Trip:

Eureka High DECA students attending the California State Career Development Conference in Anaheim, CA Feb 23-27, 2022

WHY (briefly explain why approval is important; and, if applicable, how it is connected to the Site, District or Strategic Plan):

At the DECA State Career Development Conference, students will participate in the DECA Protege and other workshops to learn practical leadership skills to help build our chapter. They will learn about key business skills, meet inspiring business leaders, and further develop their entrepreneurial chops in preparation for our next DECA mini-conference in Feb 2023. Conference participation meets compliance requirements for the CTEIG grant and the Carl Perkins federal grant for our CTE programs. Full Covid-19 vaccination is required for all attendees, and all conference attendees will be required to wear a mask in public areas. All attendees will be required to follow social distancing rules in place for the event. More details are attached, including a copy of the DECA conference COVID-19 protocols (Appendix 1), and the DECA Form B, Permission, Covid-19, & Medical Release (Appendix 2).

HISTORY:



Annual Trip



First Year Attending



Other: Last attended in 2020

HOW MUCH:

Chaperone/Advisor expenses funded through Carl Perkins/part of 2021-2022 budget \$1860, and substitute costs \$654

Student registration/travel funded by DECA SB70 grant \$1000

Student lodging/food funded through student fundraising \$1950 (\$325 per student, min 6 travel)

Name: Aletta Sauer

Dates of Trip: Feb 23-27, 2022

Destination: Anaheim, CA

Club/Organization: DECA

What means of transportation: rental vehicle (7 passenger SUV)

Number of students participating: 6

Briefly describe the details of the trip (chaperone, lodging, etc.):

We will begin travel on Feb 23, stay overnight at Westley Days Inn on I5. On Feb 24, we arrive in Anaheim and stay at the conference hotel, Anaheim Marriott, for the entire conference. We depart at 7:30am to return home 8:30pm on Feb 27. Ms Sauer is the chaperone for the trip.

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)
1/6/2022	Principal establishes a process for approving a staff member's request to conduct a school-sponsored trip.	AS	JJ
1/6/2022	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. 	AS	JJ
1/6/2022	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).	AS	JJ
1/18/2022	Staff notified parents and students that students are under jurisdiction of the district and subject to district and school rules and regulations.	AS	JJ
1/18/2022	Staff hold parent information meeting for staff, chaperones, parents/guardians and students to discuss safety and importance of safety-related rules.	AS	JJ
1/18/2022	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.	AS	JJ
1/18/2022	During travel, staff will have school's first aid kit in his/her possession or immediately available.	AS	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)
1/18/2022	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.	AS	JJ
1/18/2022	Transportation information must include how and who is transporting students. If by chartered bus, Director of Transportation must be notified.	AS	JJ
n/a	Parent permission letter for travel out-of-country obtained for each student (District Letter form letter).	n/a	n/a
2/5/2022	Forms JPA 1 signed and on file at the school prior to departing on out-of-country school sponsored activity.	AS	JJ
1/7/2022	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.)	AS	JJ
1/18/2022	District shall provide or make available medical and/or hospital insurance for students injured while participating in any excursion.	AS	JJ
n/a	Students must have travel insurance for travel out of lower 48 states.	n/a	n/a
1/18/2022	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.	AS	JJ

APPROVED:

Site Principal: Jennifer Johnson

Date: 1-10-22

Teacher/Staff: Aletta Sauer/DECA Advisor

Date: 1/6/2022

Director of Personnel: _____

Date: _____

IMPORTANT: COVID-19 PROTOCOLS

California DECA considers the health and safety of our students, advisors, judges, and business partners as our top priority. In cooperation with our hotel partners and in compliance with local and state guidelines and mandates, California DECA will implement protective measures aimed at reducing the likelihood of spread of the novel coronavirus ("COVID-19") between participants and others attending its events. These measures and protocols are designed to be consistent with current guidance from the U.S. Centers for Disease Control and Prevention ("CDC"), as well as state and local authorities. However, California DECA cannot guarantee that event participants will not be exposed to COVID-19 while participating in or attending its events. Participants will be required to sign a COVID-19 Acknowledgement and Personal Responsibility Policy (this is included in Form B which all attendees must sign). If participants cannot agree or commit to the Acknowledgement and Personal Responsibility Policy, they cannot attend.

California DECA will continue to monitor the COVID-19 status and remain in regular communication with our hotel partners. Our plans will continue to evolve as the hotel and local protocols change. Please note:

- Participants must follow all state and local guidelines, as well as those set forth by the respective hotels hosting our conferences.
- All attendees will be required to observe the social distancing rules established by the venue and local authorities at the time of the event.
- All room sets will be based on the social distancing requirements at the time of the event.

Please visit the CDC site for recommendations on how to protect yourself against COVID-19:
www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html

California Statewide Mask Mandate

In compliance with the State of California statewide mask mandate for K-12, all conference attendees will be required to wear a facemask when in public areas ([CDPH Site 1](#) | [CDPH Site 2](#))

Protocols Specific to the Anaheim Marriott:

Full COVID-19 vaccination is required for all attendees (Students, Advisors, Chaperones, Judges, etc.) to attend the conference. Effective December 15, 2021, for those who cannot provide proof of full COVID-19 vaccination status, testing is required to be conducted within one day for antigen tests, and within two days for PCR tests prior to entry into the facility or venue ([CDPH Site](#))

It will be the responsibility of the local DECA Advisor to inform their chapter of these requirements and confirm they qualify. We will continue to monitor these requirements and keep chapters informed as we receive updates.

Anaheim Marriott specific COVID-19 updates and what to expect at the hotel:
<https://whattoexpect.marriott.com/laxah>



In the event an attendee cannot attend due to COVID-19:

For conference registration inquiries:

Please contact California DECA via email to registration@californiadeca.org within 72 hours prior to arrival to discuss registration options.

For hotel registration inquiries:

Hotel reservations must be cancelled 72 hours prior to arrival to avoid a penalty of one night room and tax. Please contact the hotel directly.

For travel and transportation inquiries:

California DECA advises attendees to check the policies of travel and transportation providers to determine their cancellation policies prior to making any travel arrangements.

SCDC HOTEL INFORMATION

The Chapter Advisor is the ONLY one who can submit hotel reservations. Reservations submitted by students will be returned. Rooms will be blocked and assigned as they come in. Rooming lists must be in the Registration Portal by January 25, 2022. Detailed instructions are included on Form C. We will no longer accept any Excel spreadsheets for rooming lists. We cannot accept rooming lists after the registration deadline due to strict cutoff deadlines in our hotel contracts.

Hotel Payment Policy

Hotel payments must be made on time according to the deadlines in this packet. If a chapter misses the hotel payment deadline, they risk losing their reservation or paying higher rates for their hotel rooms. Please plan for and prepare hotel payments in advance. All chapters will pay their hotel fees to California DECA. Please follow the instructions in this packet and the associated forms carefully. **No chapter should directly contact the hotel for registration or payment.**

No Changes to Rooming Lists

Once a rooming list is submitted, there should be no rooming changes (e.g. adding a room or dropping a room). As the rooming lists are received the chapter will be assigned rooms and those rooms will be blocked for the chapter. Because of the advance blocking of rooms, the hotel cannot accommodate changes. Chapters will need to plan ahead and only send the rooming list once. The rooming list must be complete with the accurate names at the time it is submitted. We cannot accept rooming lists with placeholder names for students or chaperones. These must be in place at the time of reservation.

Limitations on Rooms with Two Beds

Because rooms with two Full-Size Beds are limited, they will be assigned first to Quad occupancy and then to Triples. Once the rooms with two Full-Size Beds are allocated, the remaining reservations will be assigned to King rooms. If the room has Triple or Quad occupancy, a roll away bed will be added to the room. Rollaway beds will not be added to rooms with Single or Double occupancy. Only one rollaway bed can be added to a King-Size room. No rollaway bed can be added to a room with two Full-Size Beds. Do not request additional rollaway beds.

FORM B – Permission, COVID-19, & Medical Release

(5 PAGES TOTAL)

ALL CALIFORNIA DECA SPONSORED ACTIVITIES 2021-2022

CODE OF CONDUCT

Attendance at any California DECA sponsored conference or activity is a privilege. The following conduct policies will apply to all delegates: students, alumni, advisors, and any other authorized persons attending the activity. This form must be signed by each student and alumni (under 21) attending a CALIFORNIA DECA activity and submitted to the chapter advisor prior to the respective registration deadline. The chapter advisor must have a completed copy of the permission/medical release form for each student attending in their possession for the duration of the event, including travel to and from the event. This form must be kept on file in the local school district after conference.

Delegates shall abide by the rules and practices of *CALIFORNIA DECA and school district policies* at all times to, during, and from the designated point of origin of the activity. Delegates shall respect and abide by the authority vested in the CALIFORNIA DECA organization. The standards outlined in this document constitute the California DECA Code of Conduct.

The following shall be regarded as severe violations of the CALIFORNIA DECA Code of Conduct:

Should a conduct code violation occur for item 1 through 7 below, regardless of when exposed, the violating student(s) will be sent home and will not be eligible to attend any other state, regional, or national conference during that school year. If the violation warrants it, law enforcement may also be notified. Determination of penalties for violations will be at the discretion of the State Management Team or the Board of Directors/Trustees.

1. **Alcohol, Drugs and Tobacco:** a student shall not possess, use, transmit, be under the influence of, or show evidence of having used an alcoholic beverage, other drugs, substances or tobacco products capable of or intended, purported, or presumed to be capable of altering a student's mood, perception, behavior or judgment; other than properly used, over-the-counter pain relievers and medications prescribed by a physician for an individual student and must be on record with the advisor. Nor shall the student possess, use, sell or transmit paraphernalia associated with drugs, alcohol, or chemical substance in any form (including tobacco), at any time, or under any circumstances, on public or private properties.
2. **Curfew:** Committing serious violations of curfew regulations as outlined in item 9 below.
3. **Willful Companionship:** Being in the willful companionship of someone who violates any portion of the conduct code or failing to report any direct knowledge (other than hearsay) of the conduct code violations.
4. **Personal Conduct:** Cheating, dishonesty, or taking unfair advantage of others; participating in social activities other than those with conference participants; conducting acts and/or possession of weapons capable of causing bodily harm or fear of life, defacing, or stealing any public or private property (for which financial responsibility will rest solely with offending individuals or their chapter); breaking the law; other serious violations of personal conduct regulations.
5. **Serious Violations** of the student conduct code of the school district or school that the student represents.
6. **Private Transportation:** Driving or riding in a private automobile during a conference, unless accompanied by an authorized advisor. (Delegates are to be housed at the conference site). Occasionally a chapter advisor, under special circumstances, may allow a student to drive or ride in a private automobile to a conference. These students are required to complete a "Permission to use Private Transportation" form to the chapter advisor prior to the conference. Permission to drive/ride applies to transportation of the student named on the form and only to and from the conference site. Once a driving/riding delegate has arrived at the conference site, he/she shall not be in a private automobile again until leaving the site at the end of the conference.
7. **Abusive Behavior and Lewd Conduct:** A student shall not engage in any lewd, indecent, sexual, or obscene act or expression or possess such materials. A student shall not engage in verbal, physical or sexual harassment, hazing, or name-calling. The use of slurs against any person on the basis of race, color, creed, national origin, ancestry, age, sex, sexual orientation, or disability is prohibited.

The following shall be other violations of the CALIFORNIA DECA Code of Conduct:

Should a conduct code violation occur for items 8-13 below, regardless of when exposed, the violating student(s) may be sent home and may not be eligible to attend any other state, regional or national conference during that school year. Determination of penalties for violations will be at the discretion of the State Management Team or the Board of Directors/Trustees or local Advisor.

8. **Conference Conduct:** Failing to wear the supplied conference ID badge and wristband (when provided) at all times from arrival at the conference until departure at the end of the conference; leaving sessions prior to their conclusion (except in the case of emergency); failing to attend all general sessions and assigned activities (including workshops, competitive events, committee meetings, etc.) for which a delegate is registered (unless engaged in a specific assignment taking place at the same time); not abiding by the rules and regulations of DECA or school/district policies from the time he/she leaves his/her home or school for any activity and the time he/she returns to the same home or school following the activity.
9. **Curfew:** Failing to be in your assigned hotel room from the curfew time designated in the conference program until 6 a.m.; causing any noise or other disturbance audible by anyone in the hallway after designated curfew time; ordering any food after the designated curfew time; causing any other unnecessary disturbance or participating in any other inappropriate activity after the designated curfew time.
10. **Dress:** Failing to abide by the dress regulations established for the conference, as outlined in the Dress Code.
11. **Personal Conduct:** Failing to report accidents, injuries or illnesses immediately to the local DECA Advisor; failing to keep adult advisors informed of activities and whereabouts at all times; failure to comply with established grievance process for disputes about competitive event results/processes (including personally confronting judges or event administrators); using tobacco products outside of local school district policies and state law; having a member of the opposite sex in a room if no adult chaperone is present and the room door is not visibly open (e.g., the door may be propped wide open), having a delegate or advisor of the opposite sex in a room without a third person present and the door visibly open.
12. **Hotel Conduct:** Failing to meet the professional standards of housing facilities; accruing incidental room charges (i.e., phone calls, room service, pay-per-view movies, etc.) without settling the account prior to check-out; throwing objects out the window or into the hallway; moving hotel furniture from rooms (e.g., onto the balcony); failing to follow hotel rules and regulations.
13. **Social Media & Online Presence:** In the online environment, students must follow The California DECA Code of Conduct and conduct themselves online as they would in person. Think before you post and use discretion when posting online as you will leave a long-lasting impression of yourself, your school and DECA. Social media venues are public, and information can be shared beyond your control. Never post confidential or personal information. Do not misrepresent yourself by using someone else's identity. Be respectful and avoid comments that may be hurtful. Never use profane, obscene, or threatening language. Never use slurs based on the gender, race, disability, or orientation of another person. Never post sexually explicit pictures, videos, or content. Cyberbullying is considered an act of harassment and will not be tolerated. Use of DECA logos or images on your personal social networking sites is prohibited. If you wish to promote a specific DECA activity or event, you may do so only by means of a link to the official DECA social media accounts.

Individual School District Policies may supersede the Code of Conduct.

DRESS CODE FOR DELEGATES ATTENDING CALIFORNIA DECA SPONSORED ACTIVITIES:

The following guidelines have been developed to clarify the dress code used at all DECA conferences (regardless of locations).

Professional appearance is an important aspect of the overall preparation of DECA members for the business world. To that end, DECA supports a dress code for its career-based functions that exemplifies the highest standards of professionalism while being non-discriminatory between genders.

ACCEPTABLE CASUAL ATTIRE

(Travel to/from conferences, dances, and non-conference activities such as shopping, sightseeing, or going out for meals, denim in good taste is allowed at CA DECA conferences only, not allowed at Western Region or National DECA)

- Casual slacks (e.g., Dockers), blouse or shirt, socks, and casual shoes
- Jeans, t-shirts, and athletic shoes are not included in business casual attire

ACCEPTABLE BUSINESS ATTIRE

(Opening/ Closing Sessions, event competitions, scholarship interviews, State/National Officer interviews, workshops, or banquets)

- Business suit, sport coat, or blazer (DECA blazer optional)
- Dress slacks, dress skirt, or business dress
- Collared dress shirt, dress sweater, or business dress
- Necktie/scarf/ascot (optional)
- Dress shoes (unacceptable types of dress shoes include boat shoes, canvas or fabric shoes, flip flops or casual sandals, athletic shoes, industrial work shoes, and hiking boots)
- For a more polished, professional appearance, it is recommended that attendees wear appropriate hosiery/socks.

UNACCEPTABLE DURING DECA ACTIVITIES

- Skin-tight or revealing clothing
- Midriff-baring clothing
- Swimwear
- Athletic clothing
- Leggings or graphic designed hosiery/tights

At any time during the conference while on-site (including hotels):

- You must be in casual or business attire
- All skirts and dresses must be at or below the knee
- All clothing must be in good repair and proper size
- Undergarments may not show outside of over garments
- No gang related clothing or accessories allowed
- Clothing with printing that is suggestive, obscene, or promotes illegal substances
- Activities such as swimming, sunbathing, jogging, or tennis warrant appropriate recreational attire to, during, and returning from that activity only

COVID-19 ACKNOWLEDGEMENT AND PERSONAL RESPONSIBILITY POLICY

There is no higher priority of CALIFORNIA DECA than the health, safety, and well-being and of our members, staff, volunteers, and community partners. As we closely monitor the COVID-19 pandemic, we continue to make decisions with this in mind. As part of the CALIFORNIA DECA community, we all have a responsibility to help protect each other.

According to the CDC, COVID-19 is primarily spread from person to person through respiratory droplets produced when coughing, sneezing or heavy breathing. Transmission is slowed by wearing a cloth face covering and/or social distancing. In compliance with current CDC recommendations, local mandates and/or statewide protocol, all attendees of in person activities, meetings, conferences, gatherings, and competitions sponsored by CALIFORNIA DECA or when representing CALIFORNIA DECA at public or school-based activities are asked to adhere to the following recommended guidelines:

- Seek medical attention, self-isolate and do not attend events if you are experiencing any of the following COVID-19 symptoms:
 - Fever (defined as a temperature greater than 100.4)
 - Shortness of breath
 - New loss of taste of smell
 - Chills, muscle pain or sore throat
 - New or worsened cough
 - Nausea, vomiting diarrhea
 - Runny nose or congestion
- Adhere to cloth face covering guidelines.
- Be mindful of social distancing.
- Wash your hands with soap regularly and frequently. If soap and water is not accessible, use hand sanitizer.
- Practice proper cough and sneeze etiquette.
- Adhere to CDC self-isolation guidelines If you have been in close contact with someone known to have COVID-19.

CALIFORNIA DECA has implemented preventative measures in cooperation with the conference facilities to help reduce the spread of COVID-19. However, CALIFORNIA DECA cannot guarantee that members and attendees will not be exposed or infected. Participants acknowledge the highly contagious nature of COVID-19 and voluntarily assume the risk and responsibility for exposure and infection.

I have read and understood this CALIFORNIA DECA Acknowledgement and Personal Responsibility Policy and agree to adhere to the guidelines set forth. I understand that this Policy may be updated in accordance with changing CDC and local guidelines and will be updated accordingly. I agree to join CALIFORNIA DECA in cooperating with health officials, governing public agencies, and facility health and safety measures.

Parent/Guardian Signature

Date

Student Signature

Date

CALIFORNIA DECA DELEGATE PERMISSION & MEDICAL RELEASE FORM

(Students and Alumni are collectively referred to as "Delegates" in this document)

Conduct Code Endorsement, Permissions to Attend California DECA Sponsored Activities, and Authorization to use pictures or student name in publications.

Release of Claim for Damages, Emergency Medical Treatment Authorization

Name of Delegate: _____ Date: _____
Home Address: _____ Phone: _____

Date of Birth: _____
Name of High School: _____ Phone: _____
Advisor(s) in Charge: _____

This is to certify that *the above-named delegate* has my permission to attend all California DECA sponsored activities. I also do hereby, on the behalf of *the above-named delegate* absolve and release California DECA, the school officials, the DECA chapter advisors, conference staff, and California DECA staff from any claims for personal injuries/damages which might be sustained while he/she is en route to and from or during the DECA sponsored activity.

I authorize the above-named advisor or the California DECA staff to secure the services of a doctor or hospital for *the above-named delegate*. I will incur the expenses for necessary services in the event of accident or illness and provide for the payment of these costs.

I grant permission to California DECA and its staff/contractors, State Department of Education, and sponsors/supporters to use the above delegate's name and likeness (including photographs, video footage, silhouettes, and audio clips) in publications, productions, promotions and on websites for informational, promotional and other related purposes without further consideration, and acknowledge the right of California DECA to crop, treat, edit, or otherwise modify the photographs, video footage, silhouettes, and audio clips at their discretion.

I also understand that the chapter advisor determines the criteria at the local site, for individual students and alumni to attend and participate at all DECA activities.

We have read and agree to abide by the supplied California DECA Code of Conduct. Should a code of conduct violation occur, law enforcement personnel and or security may be called to assist, and a conduct code committee may be called with the ultimate punishment being that the student may be disqualified and sent home at their/their family's expense and/or be removed from office if in an officer status. If the delegate is sent home reasonable care shall be exercised to ensure a safe, expedient, and financially feasible mode of transportation back to the home community of the delegate involved. We are aware of the consequences that will result from violation of any of the above guidelines.

Student Signature*: _____ Date: _____
Parent/Guardian Signature*: _____ Date: _____
Chapter Advisor Signature*: _____ Date: _____
School /ROP Official Signature _____ Date: _____

MEDICAL INFORMATION

Known allergies (drug or natural): _____
Special medication being taken: _____
Date of last tetanus shot: _____
History of heart condition, diabetes, asthma, epilepsy, or rheumatic fever: _____
Any physical restrictions: _____
Other conditions: _____
Family doctor: _____ Phone: _____

INSURANCE INFORMATION

Company Name: _____ Policy Number: _____

** This form consists of four total pages. Signatures on this page apply to the content included on all four pages.*

Eureka City Schools Board of Education

AGENDA ITEM

Agenda Title: Approval of Policy Updates from CSBA - September 2021

Meeting Date: February 3, 2022

Item: Consent

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

The Governing Board is being asked to approve 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 final 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

- ▢ Checklist
- ▢ Final Policies

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – September 2021

District Name: Eureka City Schools

Contact Name: Micalyn Harris Phone: 707-441-2414 Email: harrismicalyn@eurekacityschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0470	COVID-19 Mitigation Plan		02/03/22
BP 3516.5	Emergency Schedules		02/03/22
BP 4131	Staff Development		02/03/22
BP 6120	Response to Instruction and Intervention	Not Adopted	n/a
BP 6146.1	High School Graduation Requirements		02/03/22
AR 6146.1	High School Graduation Requirements		02/03/22
BP 6164.4	Identification and Evaluation of Individuals for Special Education		02/03/22
AR 6164.4	Identification and Evaluation of Individuals for Special Education		02/03/22
BP 6164.41	Children with Disabilities Enrolled by their Parents in Private School		02/03/22
AR 6164.41	Children with Disabilities Enrolled by their Parents in Private School		02/03/22
BP 6164.5	Student Success Teams		02/03/22
AR 6164.5	Student Success Teams		02/03/22

COVID-19 MITIGATION PLAN

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 Safety Plan

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.

COVID-19 MITIGATION PLAN (continued)**Reporting to the Public Health Department**

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

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

COVID-19 MITIGATION PLAN (continued)

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.

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

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
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)

COVID-19 MITIGATION PLAN (continued)

(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)

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
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

COVID-19 MITIGATION PLAN (continued)

- 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
- 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)

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

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

COVID-19 MITIGATION PLAN (continued)

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)

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 PUBLICATIONS

COVID-19 Prevention Emergency Temporary Standards - Fact Sheets, Model Written Program and Other Resources

CALIFORNIANS TOGETHER PUBLICATIONS

Teaching and Learning During Uncertain Times: A Review of Learning Continuity Plans

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Guidance for COVID-19 Prevention in K-12 Schools, August 5, 2021

INSTITUTE OF EDUCATION SCIENCES PUBLICATIONS

Addressing Trauma in Educational Settings, Module 1: Impacts and Symptoms of Trauma and Relevant Strategies to Support Students, Webinar, November 2020

NATIONAL CENTER FOR LEARNING DISABILITIES PUBLICATIONS

Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION PUBLICATIONS

Coronavirus Communications Crisis for Public Schools guide

OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS

Administrative 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, 2020

Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being, February 2021

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Confronting COVID-19-Related Harassment in Schools, August 2021

ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, August 2021

ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs, August 2021

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

WEB SITES

CSBA: <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>

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)

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)

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)

(cf. 6158 - Independent Study)

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)

EMERGENCY SCHEDULES (continued)

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:*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>

STAFF DEVELOPMENT

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)

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)

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
3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction

STAFF DEVELOPMENT (continued)

(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)

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)

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)

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)

STAFF DEVELOPMENT (continued)

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

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: (see next page)

STAFF DEVELOPMENT (continued)

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://csmp.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>

HIGH SCHOOL GRADUATION REQUIREMENTS

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

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)

(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)

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)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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)

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)

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)

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

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)

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

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

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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)

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

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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

(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:

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

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

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>

HIGH SCHOOL GRADUATION REQUIREMENTS**Notifications**

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)

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)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

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)

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)

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/osers/osep>

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION**Referrals for Special Education Services**

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)

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)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

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)

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)

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 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.

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

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 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.

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

(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 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
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)

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

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

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. (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.
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

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

school days 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 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)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

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
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)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

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
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

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

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

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)

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

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)

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)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

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)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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>

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL**Definitions**

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
2. The manner in which parents/guardians, teachers, and private school officials will be informed of the child find process
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

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN
PRIVATE SCHOOL** (continued)

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

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)

Provision of Services

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)

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)

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

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN
PRIVATE SCHOOL** (continued)

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.

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.

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)

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)

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

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN
PRIVATE SCHOOL** (continued)

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)

STUDENT SUCCESS TEAMS

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)

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)

STUDENT SUCCESS TEAMS (continued)

(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.

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)

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>

STUDENT SUCCESS TEAMS**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

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
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)

STUDENT SUCCESS TEAMS (continued)

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)

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

AGENDA ITEM

Agenda Title: Approval of A-G Completion Improvement Grant Program Survey
Meeting Date: February 3, 2022
Item: Consent

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

The Governing Board is being asked to approve the A-G Completion Improvement Grant Program Survey.

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

The A-G Completion Improvement Grant Program is established by Assembly Bill 130, Article 9 added by Stats 2021, CH. 44, Sec. 24, for the purpose of providing additional supports to Local Educational Agencies (LEA) to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 2: MATH AND SCIENCE PROGRAMS

Applies to all priority areas.

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

The budget appropriates \$547.5 million to provide additional supports to local educational agencies (LEAs) to increase the number of students, particularly unduplicated students, who graduate with A-G eligibility. Funds are available for expenditure or encumbrance through the 2025-26 fiscal year. The funds are provided within three grants: A-G Access Grant, A-G Success Grant and A-G Learning Loss Mitigation Grant.

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

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

- ▣ A-G completion Improvement Grant Program Survey

[Accessible Version](#)

A-G Completion Improvement Grant Program Survey

Career and College Transition Division

The A-G Completion Improvement Grant Program is hereby established by Assembly Bill 130, Article 9 added by Stats 2021, Ch.44, Sec. 24, for the purpose of providing additional supports to Local Educational Agencies (LEA) to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A-G eligibility.

The A-G Completion Improvement Grant Program requires LEAs report to the State Superintendent of Public Instruction (SSPI) on or before December 31, 2023, on how they are measuring the impact of the funds received under this section on their A-G completion rate, as identified within their plan, and the outcomes based on those measurements. In addition, the grant recipient shall report to the SSPI on or before August 31, 2026, on final outcomes that measure the impact of the funds received under this section on their A-G completion rate.

For questions about the required LEA report or reporting a technical problem with the Web-based reporting tool, please contact Maria Burright or Matt Cole at the High School Innovations and Initiatives Office by email at A-GCIGP@cde.ca.gov.

Note: All questions are required.

The ending date to complete the survey is 1/31/2022.

- There are a total of three grants; you may be eligible for two of the three following grants. One is either the A-G Access or A-G Success grant; please indicate eligibility by checking one of the boxes below.
 - ☒ **A-G Access Grant:** Allocates three hundred million dollars (\$300,000,000), as defined in Education Code (EC) sections 41590. In an equal amount for every unduplicated pupil enrolled in grades 9 to 12, inclusive, as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2020–21 fiscal year Fall 1 Submission to each LEA that is identified by the department pursuant to subdivision (h) have an overall A-G completion rate of less than 67 percent.
 - ☐ **A-G Success Grant:** Allocates one hundred million dollars (\$100,000,000), as defined in EC sections 41590. In an equal amount for every unduplicated pupil enrolled in grades 9 to 12, inclusive, as reported in the CALPADS for the 2020–21 fiscal year Fall 1 Submission to each LEA that is identified by the department pursuant to subdivision (h) have an overall A-G completion rate of 67 percent or higher.
- In addition, if eligible for the A-G Loss Mitigation grant, please indicate by checking that box.
 - ☒ **A-G Learning Loss Mitigation Grant:** Allocates one hundred forty-seven million five hundred thirteen thousand dollars (\$147,513,000) as defined in EC sections 41590. In an equal amount for every unduplicated pupil enrolled in grades 9 to 12, inclusive, as reported in the CALPADS for the 2020–21 fiscal year Fall 1 Submission to each LEA that is identified by the department pursuant to subdivision (h) receive a grade of "D," "F," or "Fail" in an A-G approved course in the spring semester of 2020 or the 2020–21 school year.
- What is your LEA's name? (Note: If you are responding on behalf of more than one LEA, you will need to submit a separate report for each LEA).

Eureka City Schools
- Does your LEA receive Concentration Grant Funding?
 - ☒ Yes
 - ☐ No
- Is your LEA a Charter School?
 - ☐ Yes
 - ☒ No
- Who is your LEA's contact person for the administration of A-G Completion Improvement Grant Program funds?

First Name

Gary

Last Name

Storts

AGENDA ITEM

Agenda Title: Trustee Boundary Areas for Eureka City Schools Board of Trustees based on 2020 Census Analysis Completed by SchoolWorks, Inc. and Approve New Map of Trustee Areas

Meeting Date: February 3, 2022

Item: Discussion/Action

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 and approve the map for the new Trustee Boundary Areas.

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 and January 13, 2022.

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

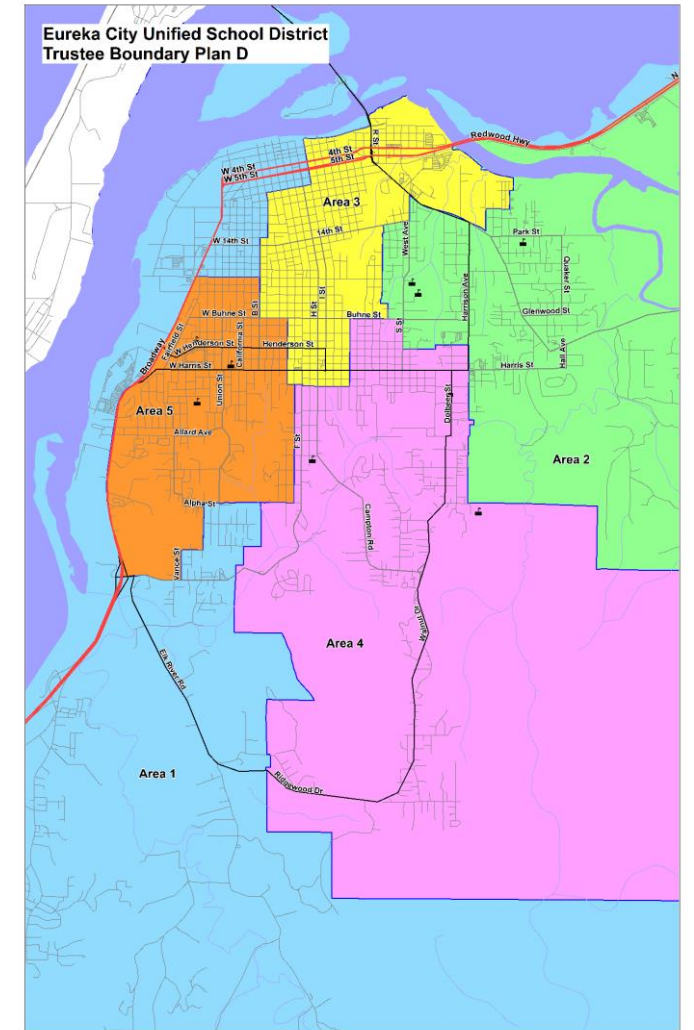
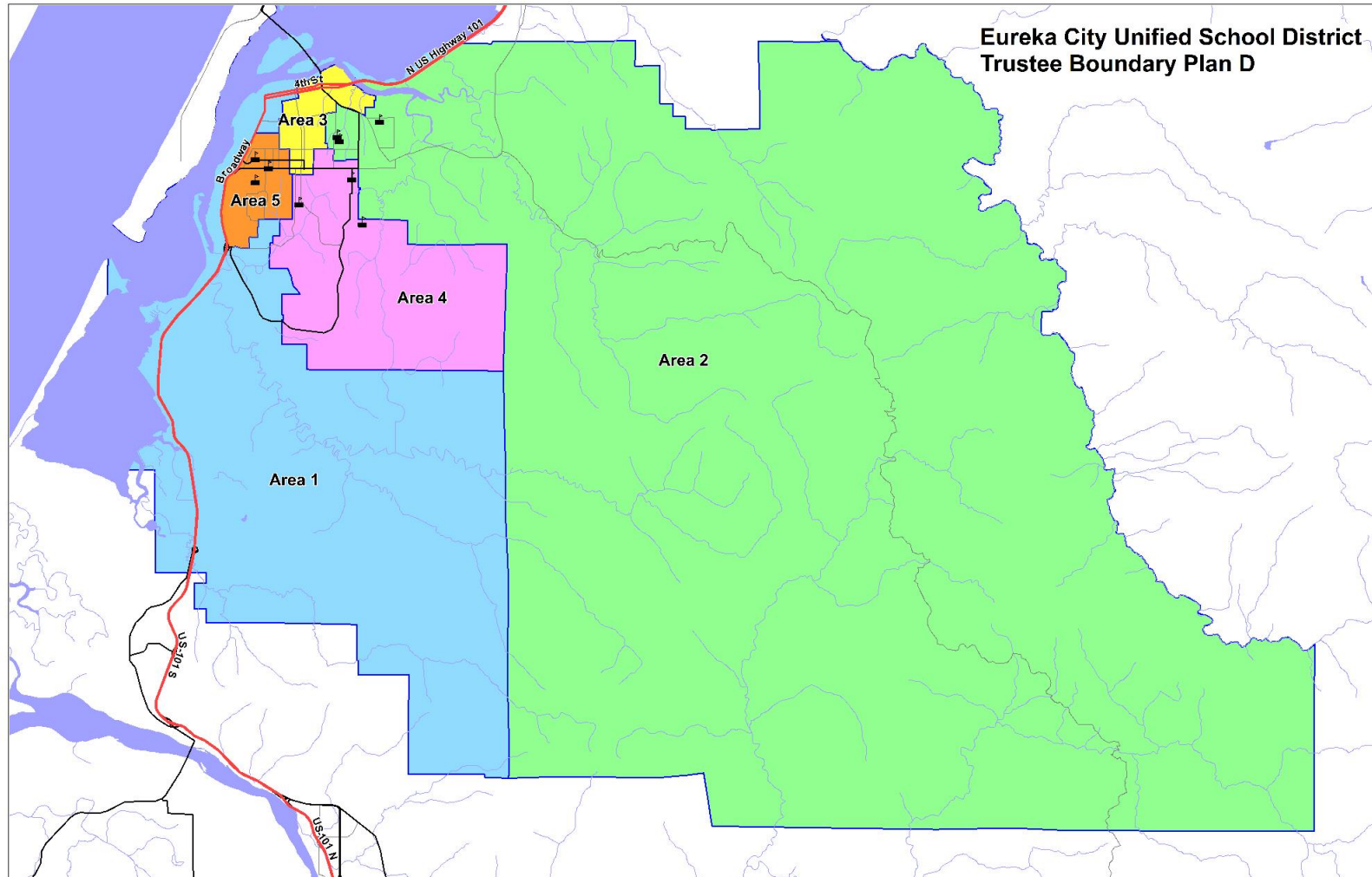
- ▣ Updated Presentation - Map D & Map E - 02.03.22 Meeting
- ▣ Trustee Areas - Schools
- ▣ Plan A - with schools
- ▣ Plan A - with schools (zoomed in)
- ▣ Plan B - with schools
- ▣ Plan B - with schools (zoomed in)
- ▣ Plan D Map - with schools (zoomed in)
- ▣ Plan D Map - with schools
- ▣ Plan C - with schools
- ▣ Plan C - with schools (zoomed in)
- ▣ Plan E Map - with schools
- ▣ Plan E Map - with schools (zoomed in)
- ▣ Presentation - Map A, B, C



Trustee Boundary Maps

Eureka City Unified School District

Trustee Area Boundary Map D



Total Population and % Deviation, Map D

**Eureka City Unified School District
Census 2020 Data Summary by Trustee Areas
Plan D**

Total Population Statistics

Area:	1	2	3	4	5	Total
Trustees:	1	1	1	1	1	5
Population	10,200	10,360	9,496	9,702	9,924	49,682
% of Total Pop.	20.53%	20.85%	19.11%	19.53%	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	424	-440	-234	-12	864
Dev %	2.65%	4.26%	-4.43%	-2.36%	-0.12%	8.70%

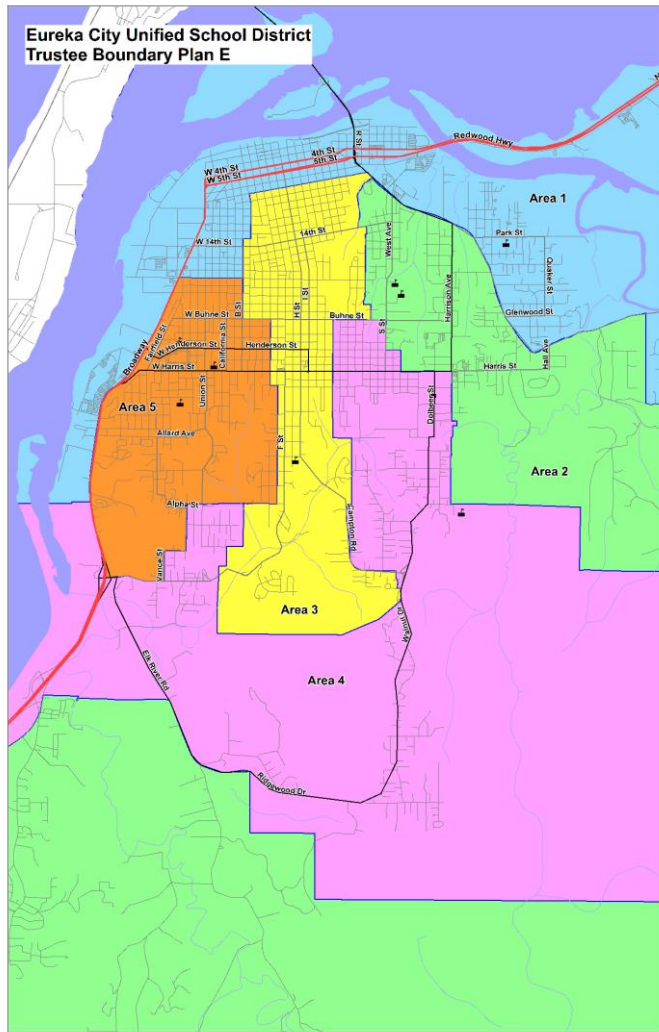
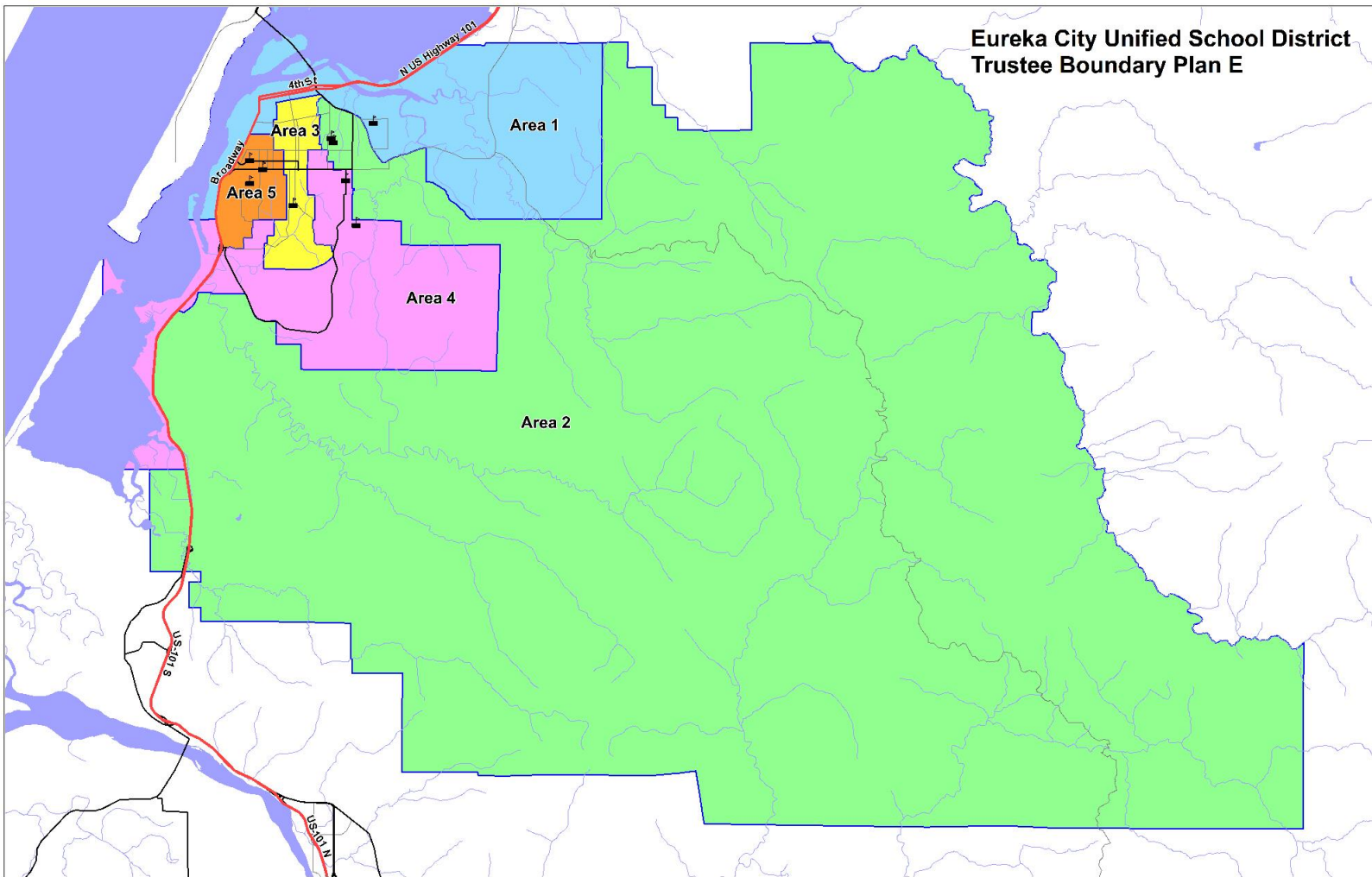
Peak Deviation may not exceed 10%.

Demographics by Trustee Area, Map D

Census Data by Trustee Area including Racial/Ethnic details
Plan D

Area:	1	%	2	%	3	%	4	%	5	%	Total	%
Trustees:	1		1		1		1		1		5	
Total Population	10200		10360		9496		9702		9924		49682	
Hispanic	1649	16.17%	995	9.60%	1479	15.57%	1037	10.69%	1573	15.85%	6733	13.55%
White - NH	6666	65.35%	7875	76.01%	6066	63.88%	7071	72.88%	6075	61.22%	33753	67.94%
Black - NH	159	1.56%	123	1.19%	257	2.71%	86	0.89%	179	1.80%	804	1.62%
American Indian - NH	427	4.19%	225	2.17%	321	3.38%	280	2.89%	355	3.58%	1608	3.24%
Asian - NH	382	3.75%	331	3.19%	464	4.89%	440	4.54%	696	7.01%	2313	4.66%
Pacific Islander - NH	69	0.68%	26	0.25%	60	0.63%	44	0.45%	103	1.04%	302	0.61%
Other - NH	72	0.71%	78	0.75%	59	0.62%	85	0.88%	96	0.97%	390	0.78%
Multiple Races - NH	776	7.61%	707	6.82%	790	8.32%	659	6.79%	847	8.53%	3779	7.61%
18+ Population	8292		8339		7850		7728		7660		39869	
Hispanic	1167	14.07%	680	8.15%	1047	13.34%	704	9.11%	1057	13.80%	4655	11.68%
White - NH	5743	69.26%	6640	79.63%	5326	67.85%	5930	76.73%	5033	65.70%	28672	71.92%
Black - NH	148	1.78%	91	1.09%	203	2.59%	73	0.94%	140	1.83%	655	1.64%
American Indian - NH	311	3.75%	181	2.17%	255	3.25%	185	2.39%	259	3.38%	1191	2.99%
Asian - NH	285	2.79%	247	2.38%	360	3.79%	294	3.03%	458	4.62%	1644	3.31%
Pacific Islander - NH	41	0.49%	25	0.30%	48	0.61%	38	0.49%	73	0.95%	225	0.56%
Other - NH	55	0.66%	44	0.53%	56	0.71%	52	0.67%	72	0.94%	279	0.70%
Multiple Races - NH	542	6.54%	431	5.17%	555	7.07%	452	5.85%	568	7.42%	2548	6.39%
CVAP	7684		8613		8601		7609		7421		39928	
Hispanic	851	11.07%	749	8.70%	754	8.77%	423	5.56%	591	7.96%	3368	8.44%
White - NH	5492	71.47%	7338	85.20%	6580	76.50%	6630	87.13%	5544	74.71%	31584	79.10%
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%	163	1.89%	290	3.37%	186	2.44%	109	1.47%	1003	2.51%
Asian - NH	263	3.42%	80	0.93%	285	3.31%	144	1.89%	716	9.65%	1488	3.73%
Pacific Islander - NH	146	1.90%	0	0.00%	58	0.67%	5	0.07%	0	0.00%	209	0.52%
Multiple Races - NH	522	6.79%	271	3.15%	248	2.88%	201	2.64%	402	5.42%	1644	4.12%

Trustee Area Boundary Map E



Total Population and % Deviation, Map E

**Eureka City Unified School District
Census 2020 Data Summary by Trustee Areas
Plan E**

Total Population Statistics

Area:	1	2	3	4	5	Total
Trustees:	1	1	1	1	1	5
Population	10,001	10,289	9,969	9,499	9,924	49,682
% of Total Pop.	20.13%	20.71%	20.07%	19.12%	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	353	33	-437	-12	790
Dev %	0.65%	3.55%	0.33%	-4.40%	-0.12%	7.95%

Peak Deviation may not exceed 10%.

Demographics by Trustee Area, Map E

Census Data by Trustee Area including Racial/Ethnic details
Plan E

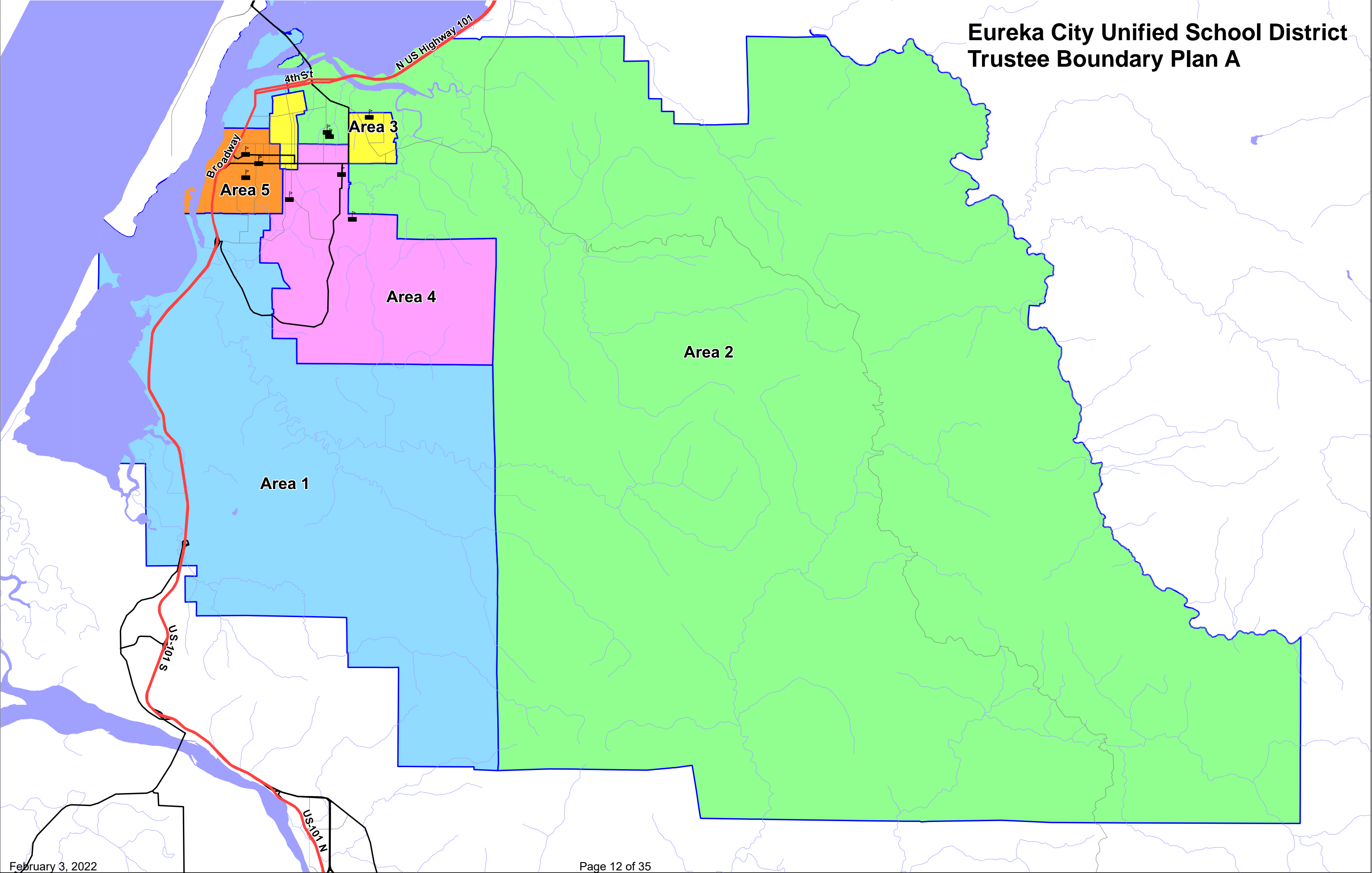
Area:	1	%	2	%	3	%	4	%	5	%	Total	%
Trustees:	1		1		1		1		1		5	
Total Population	10001		10289		9969		9499		9924		49682	
Hispanic	1509	15.09%	1138	11.06%	1444	14.48%	1069	11.25%	1573	15.85%	6733	13.55%
White - NH	6679	66.78%	7532	73.20%	6557	65.77%	6910	72.74%	6075	61.22%	33753	67.94%
Black - NH	176	1.76%	155	1.51%	200	2.01%	94	0.99%	179	1.80%	804	1.62%
American Indian - NH	345	3.45%	326	3.17%	317	3.18%	265	2.79%	355	3.58%	1608	3.24%
Asian - NH	394	3.94%	309	3.00%	513	5.15%	401	4.22%	696	7.01%	2313	4.66%
Pacific Islander - NH	65	0.65%	40	0.39%	59	0.59%	35	0.37%	103	1.04%	302	0.61%
Other - NH	86	0.86%	68	0.66%	71	0.71%	69	0.73%	96	0.97%	390	0.78%
Multiple Races - NH	747	7.47%	721	7.01%	808	8.11%	656	6.91%	847	8.53%	3779	7.61%
18+ Population	8180		8360		8036		7633		7660		39869	
Hispanic	1064	13.01%	793	9.49%	982	12.22%	759	9.94%	1057	13.80%	4655	11.68%
White - NH	5769	70.53%	6423	76.83%	5644	70.23%	5803	76.03%	5033	65.70%	28672	71.92%
Black - NH	157	1.92%	126	1.51%	151	1.88%	81	1.06%	140	1.83%	655	1.64%
American Indian - NH	259	3.17%	247	2.95%	232	2.89%	194	2.54%	259	3.38%	1191	2.99%
Asian - NH	307	3.07%	238	2.31%	361	3.62%	280	2.95%	458	4.62%	1644	3.31%
Pacific Islander - NH	49	0.60%	28	0.33%	43	0.54%	32	0.42%	73	0.95%	225	0.56%
Other - NH	64	0.78%	44	0.53%	59	0.73%	40	0.52%	72	0.94%	279	0.70%
Multiple Races - NH	511	6.25%	461	5.51%	564	7.02%	444	5.82%	568	7.42%	2548	6.39%
CVAP	8551		8553		8322		7081		7421		39928	
Hispanic	1008	11.79%	737	8.62%	553	6.65%	479	6.76%	591	7.96%	3368	8.44%
White - NH	6111	71.47%	7077	82.74%	6832	82.10%	6020	85.02%	5544	74.71%	31584	79.10%
Black - NH	365	4.27%	52	0.61%	136	1.63%	20	0.28%	59	0.80%	632	1.58%
American Indian - NH	275	3.22%	53	0.62%	399	4.79%	167	2.36%	109	1.47%	1003	2.51%
Asian - NH	159	1.86%	246	2.88%	243	2.92%	124	1.75%	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	4.54%	103	1.24%	266	3.76%	402	5.42%	1644	4.12%

	Current Trustee <u>Boundary</u>	Plan A Trustee <u>Boundary</u>	Plan B Trustee <u>Boundary</u>	Plan C Trustee <u>Boundary</u>	Plan D Trustee <u>Boundary</u>
Alice Birney Elementary	Area 5	Area 5	Area 5	Area 5	Area 5
Grant Elementary	Area 4	Area 4	Area 4	Area 3	Area 4
Lafayette Elementary	Area 3	Area 3	Area 2	Area 1	Area 2
Washington Elementary	Area 4	Area 4	Area 4	Area 4	Area 4
Winship Middle	Area 4	Area 4	Area 4	Area 4	Area 4
Zane Middle	Area 2	Area 2	Area 2	Area 2	Area 2
Eureka High	Area 2	Area 2	Area 2	Area 2	Area 2
Barnum High	Area 5	Area 5	Area 5	Area 5	Area 5
Virtual Academy	Area 5	Area 5	Area 5	Area 5	Area 5
Winzler	Area 5	Area 5	Area 5	Area 5	Area 5

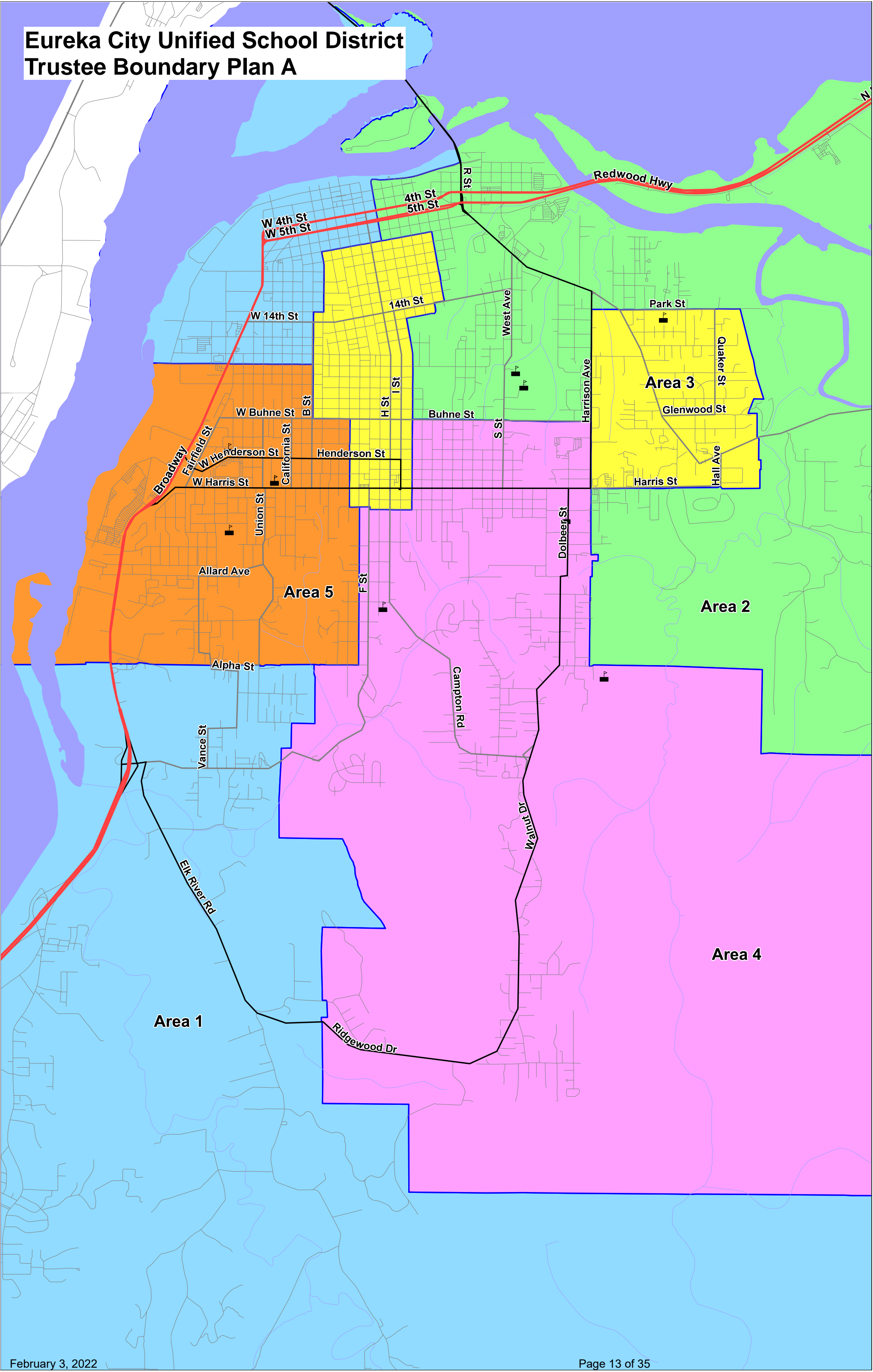
Plan E
Trustee
Boundary

Area 5
Area 3
Area 1
Area 4
Area 4
Area 2
Area 2
Area 5
Area 5
Area 5

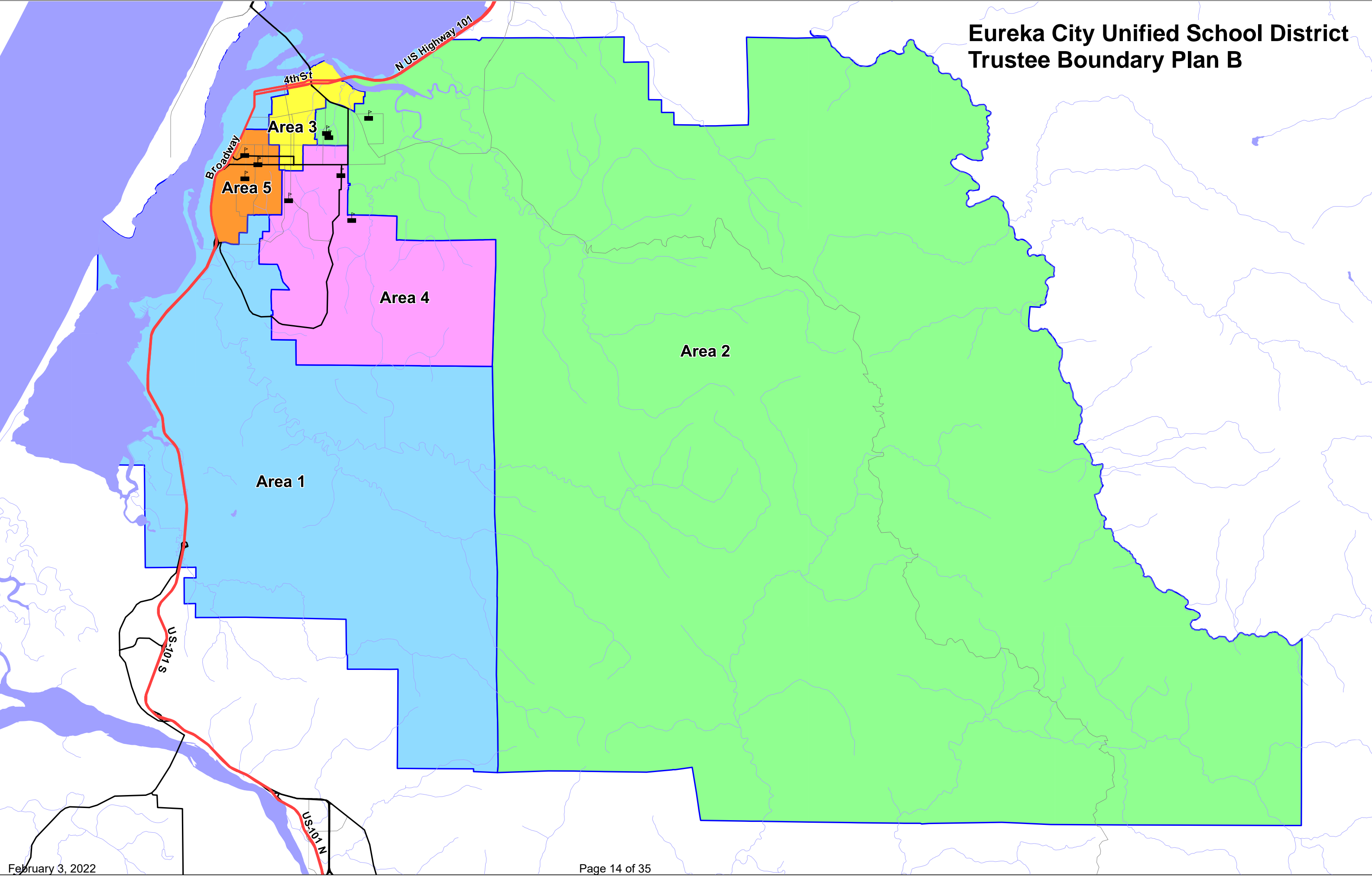
Eureka City Unified School District
Trustee Boundary Plan A



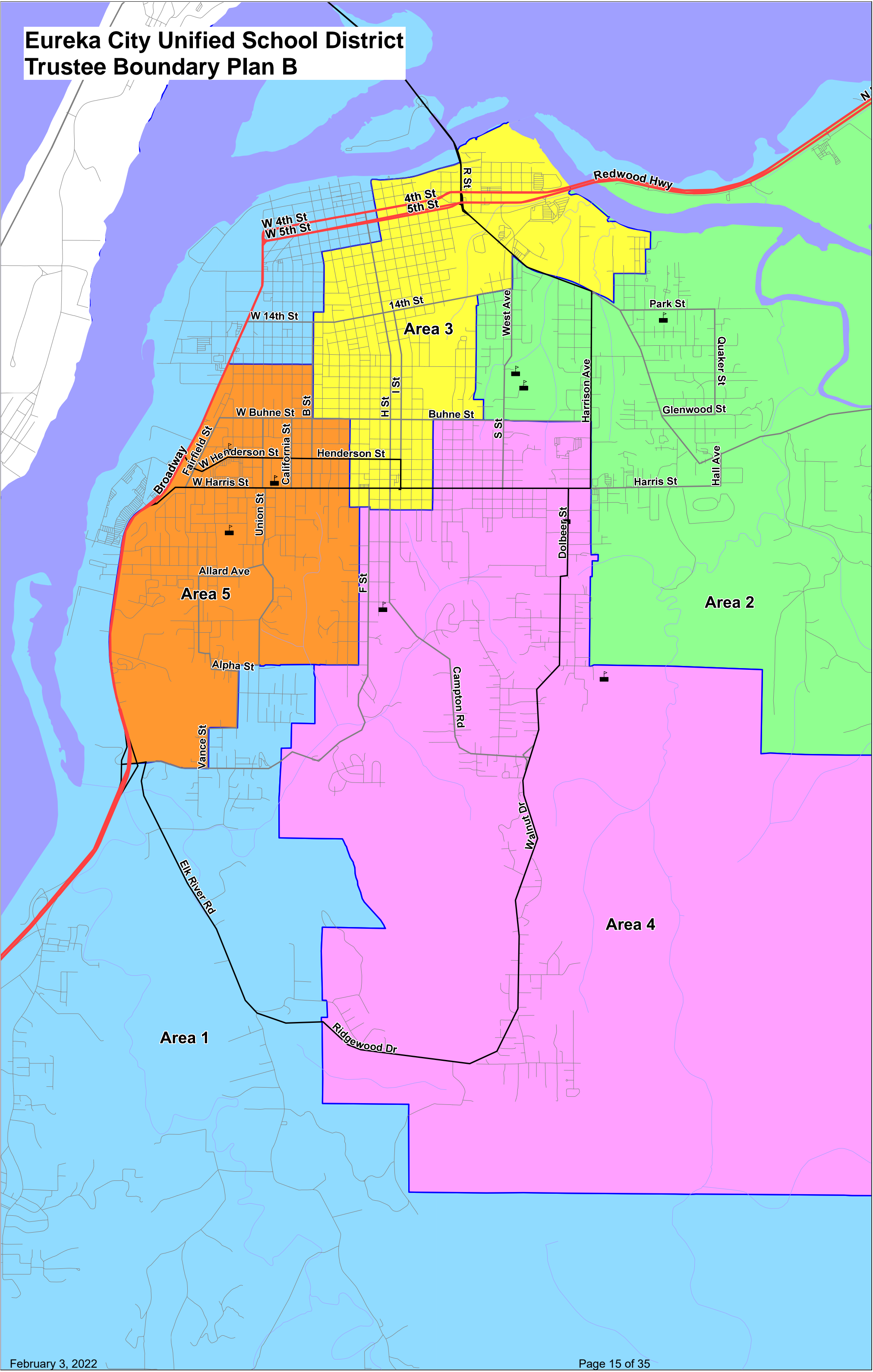
Eureka City Unified School District
Trustee Boundary Plan A



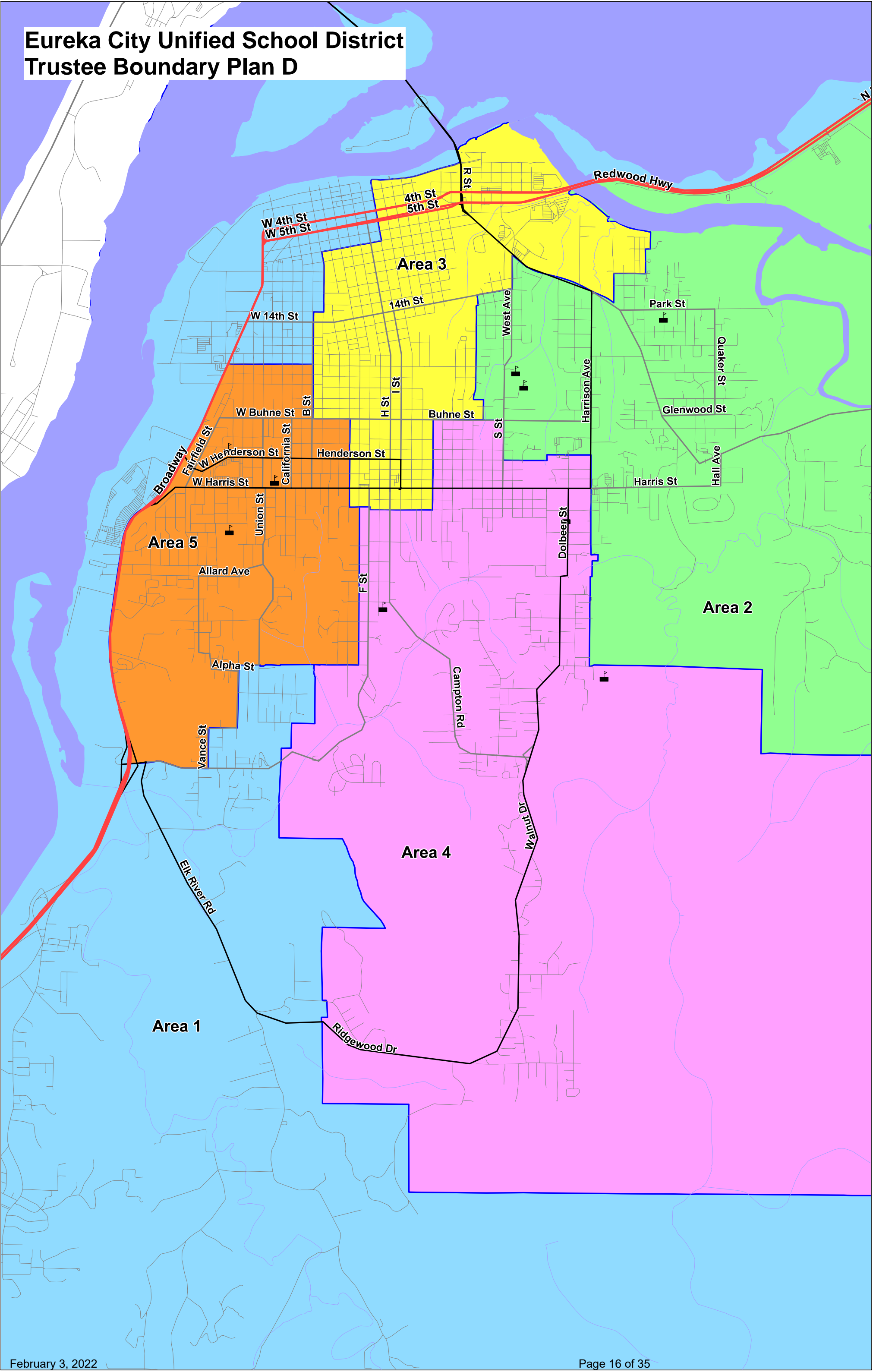
**Eureka City Unified School District
Trustee Boundary Plan B**



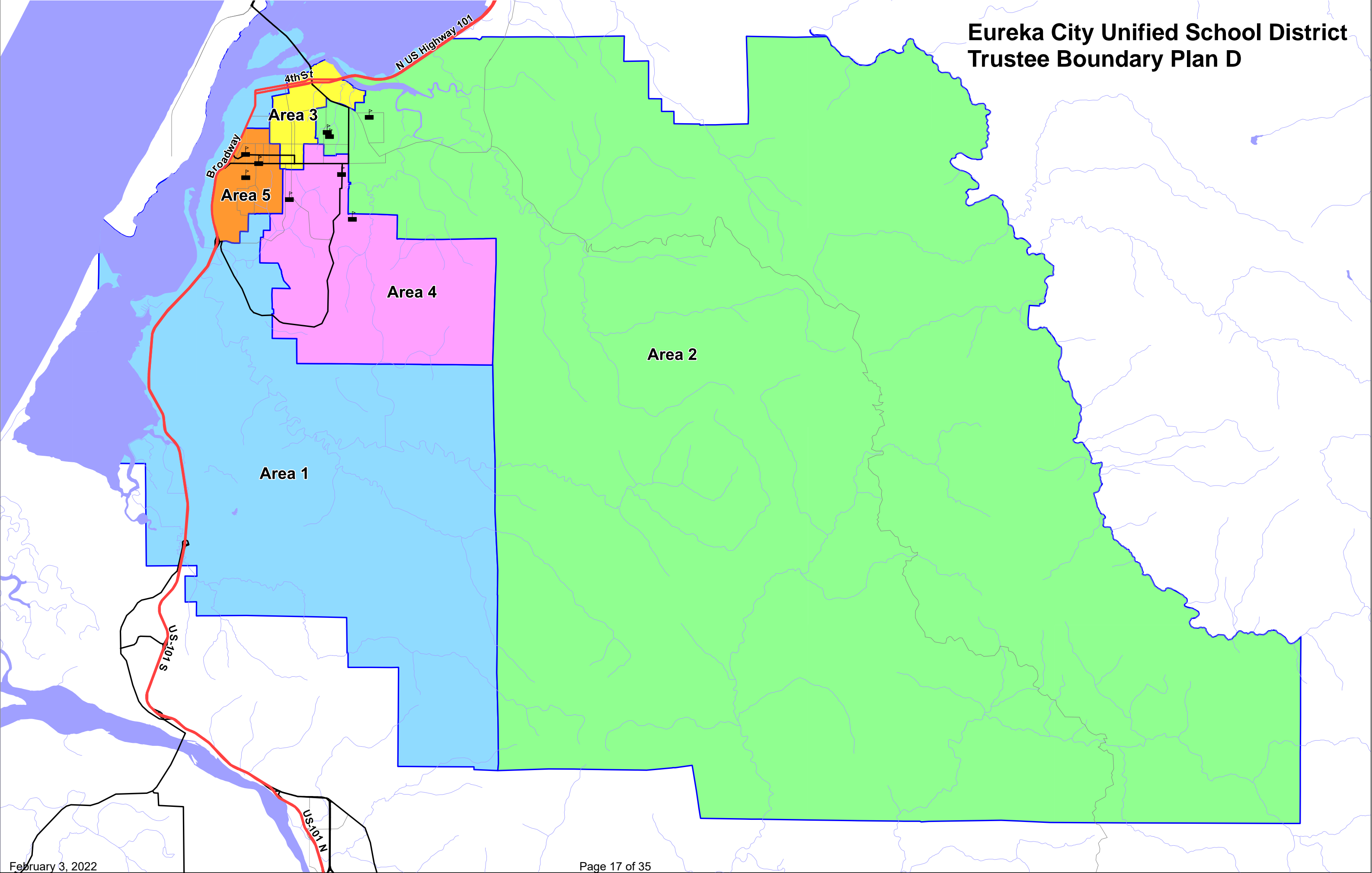
Eureka City Unified School District
Trustee Boundary Plan B



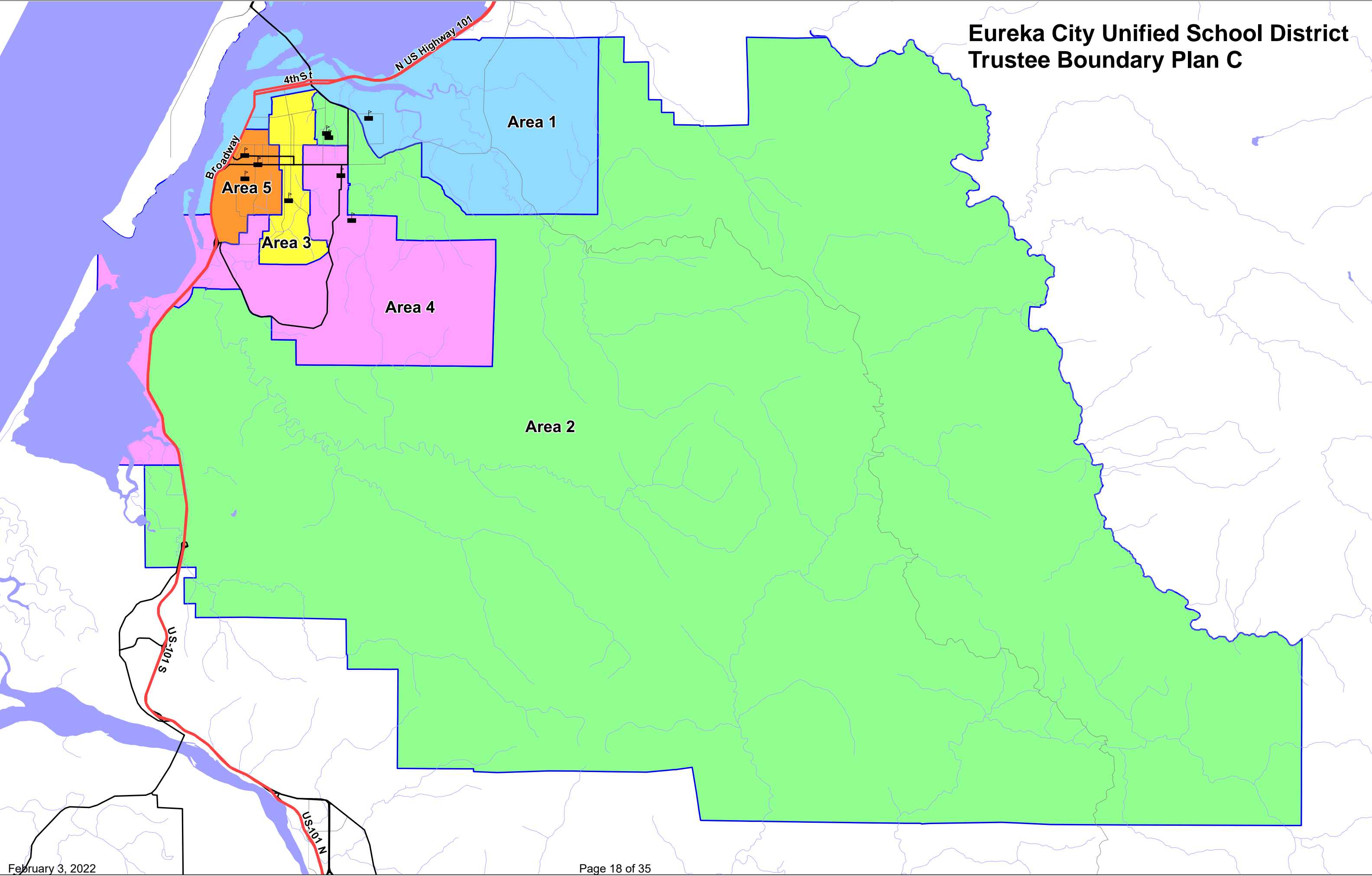
Eureka City Unified School District
Trustee Boundary Plan D



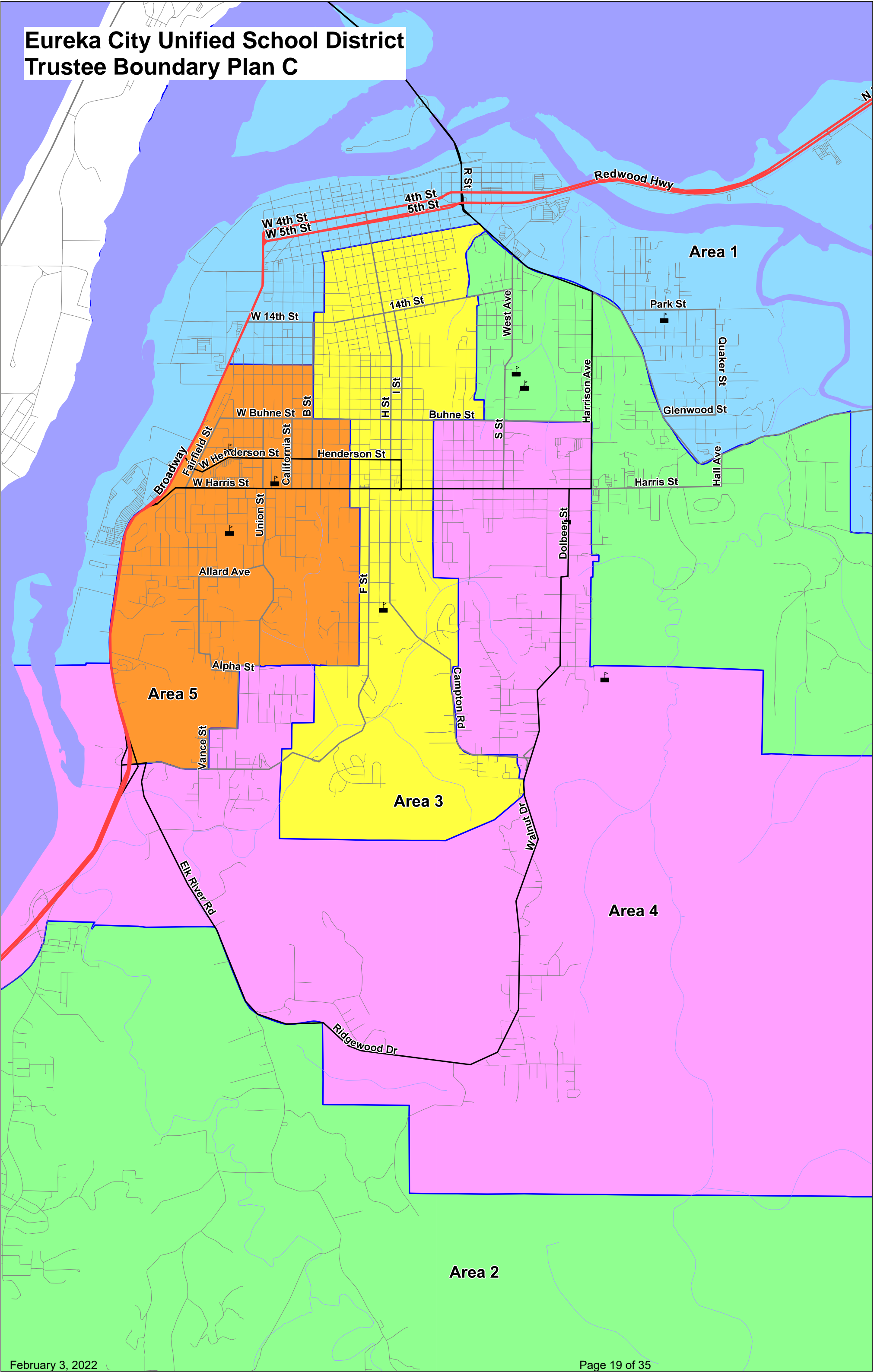
Eureka City Unified School District
Trustee Boundary Plan D



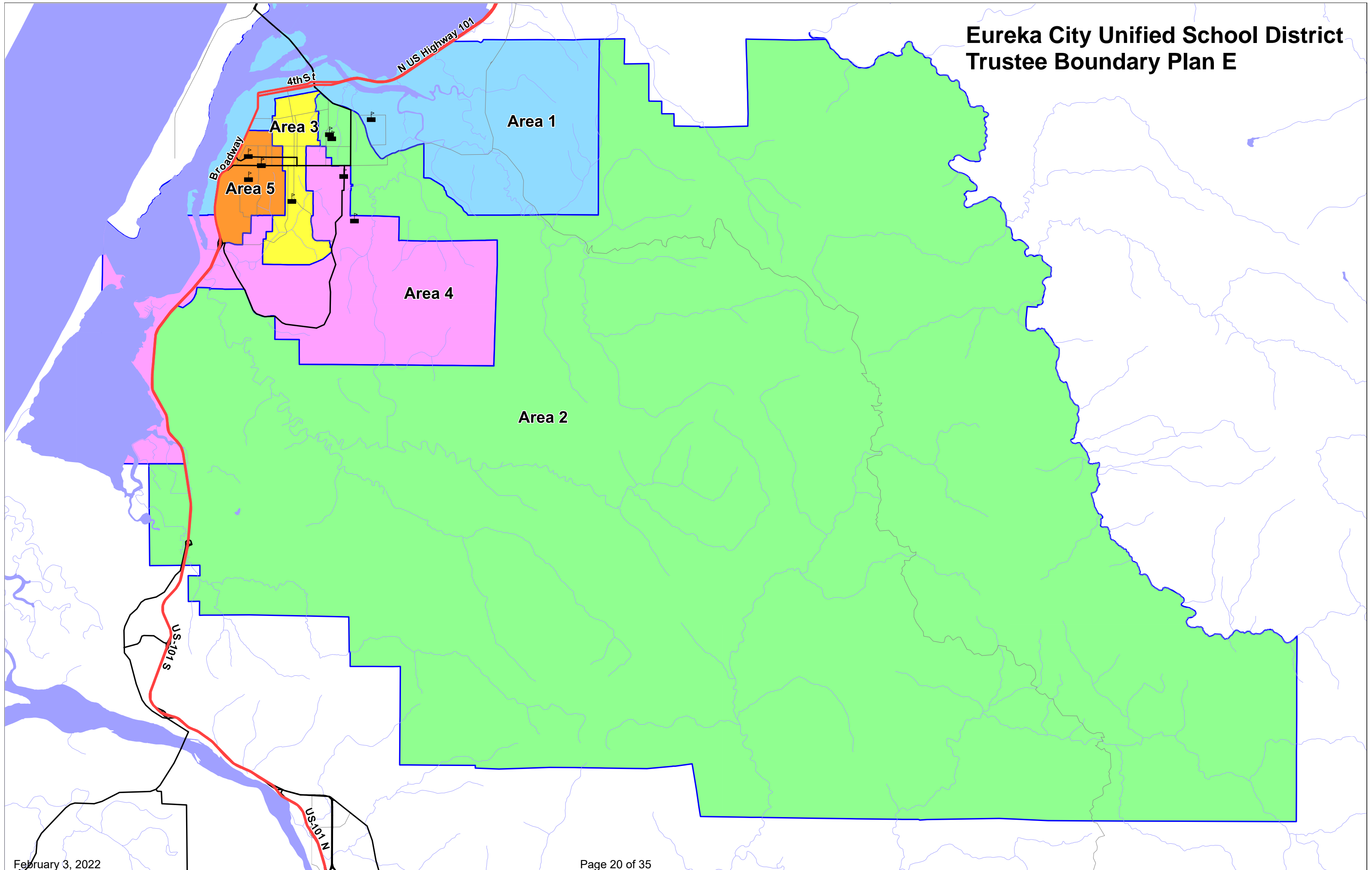
Eureka City Unified School District
Trustee Boundary Plan C



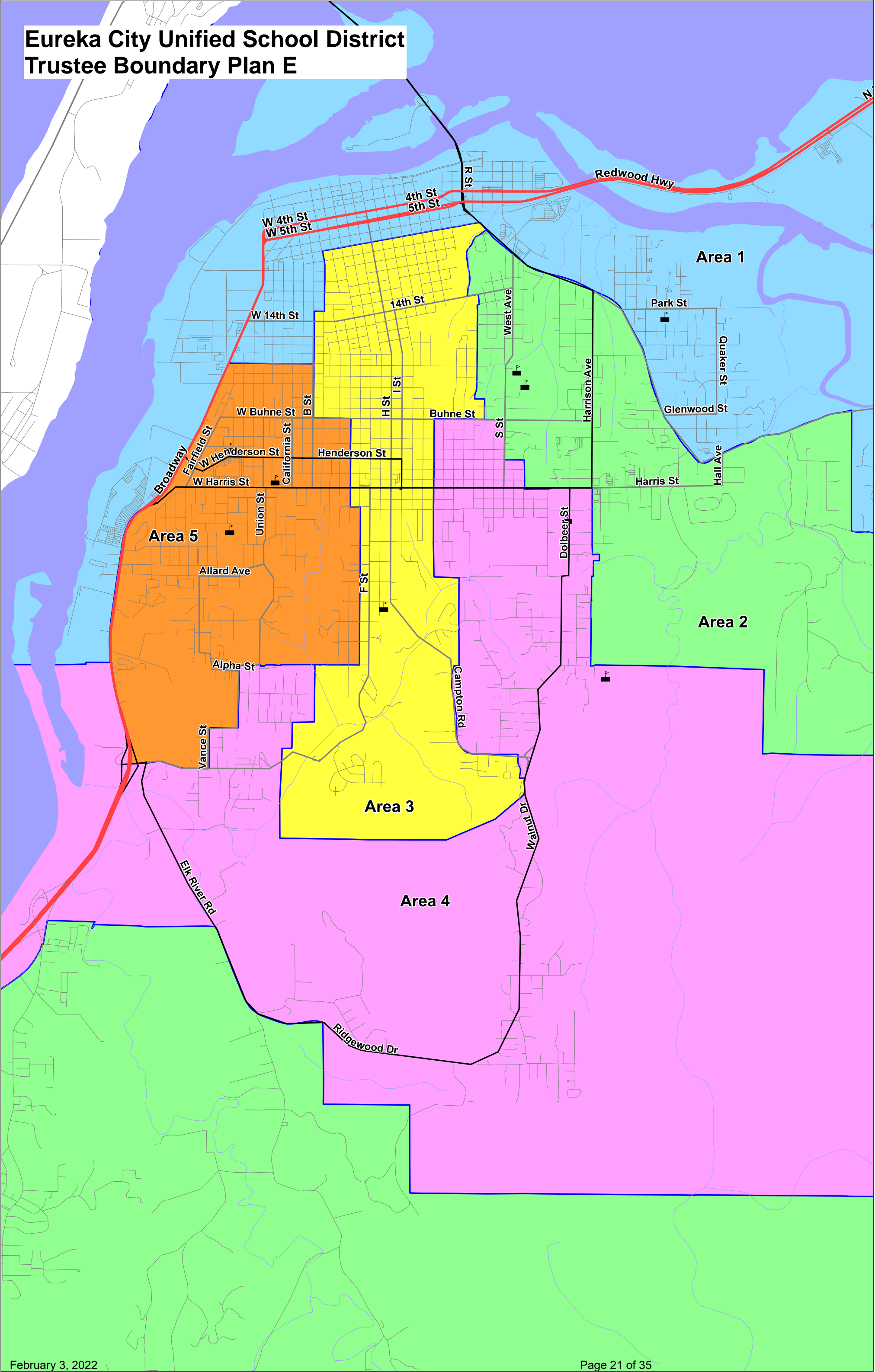
Eureka City Unified School District
Trustee Boundary Plan C



Eureka City Unified School District Trustee Boundary Plan E



Eureka City Unified School District
Trustee Boundary Plan E





Trustee Boundary Maps

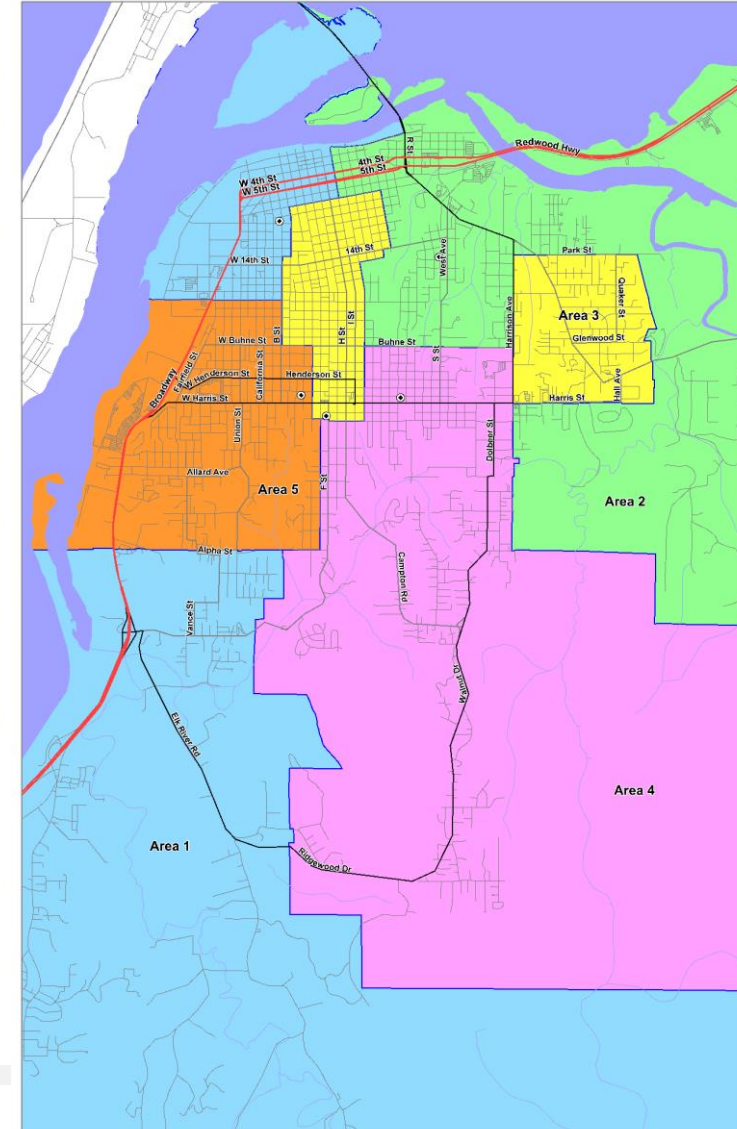
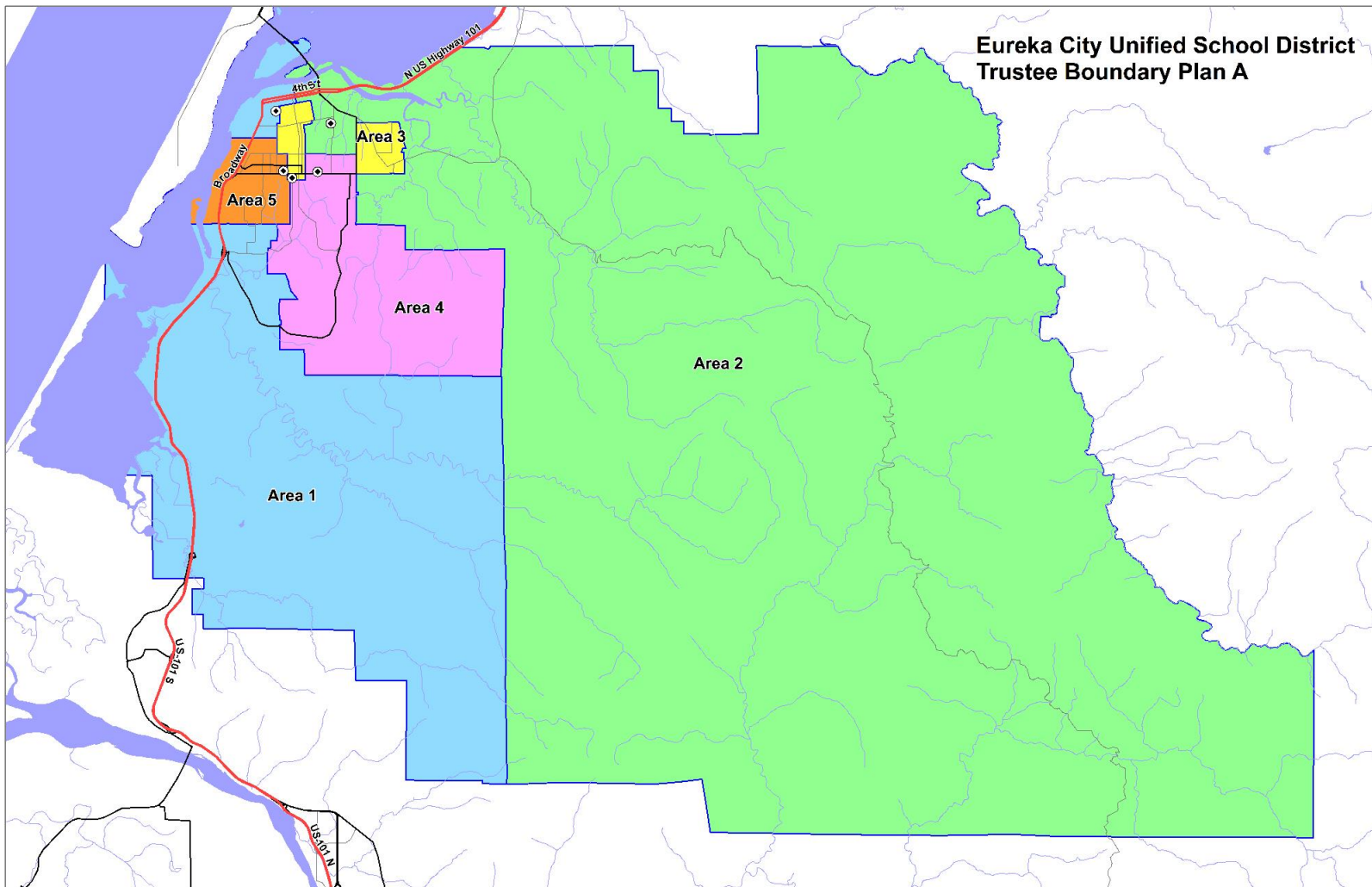
Eureka City Unified School District

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%.

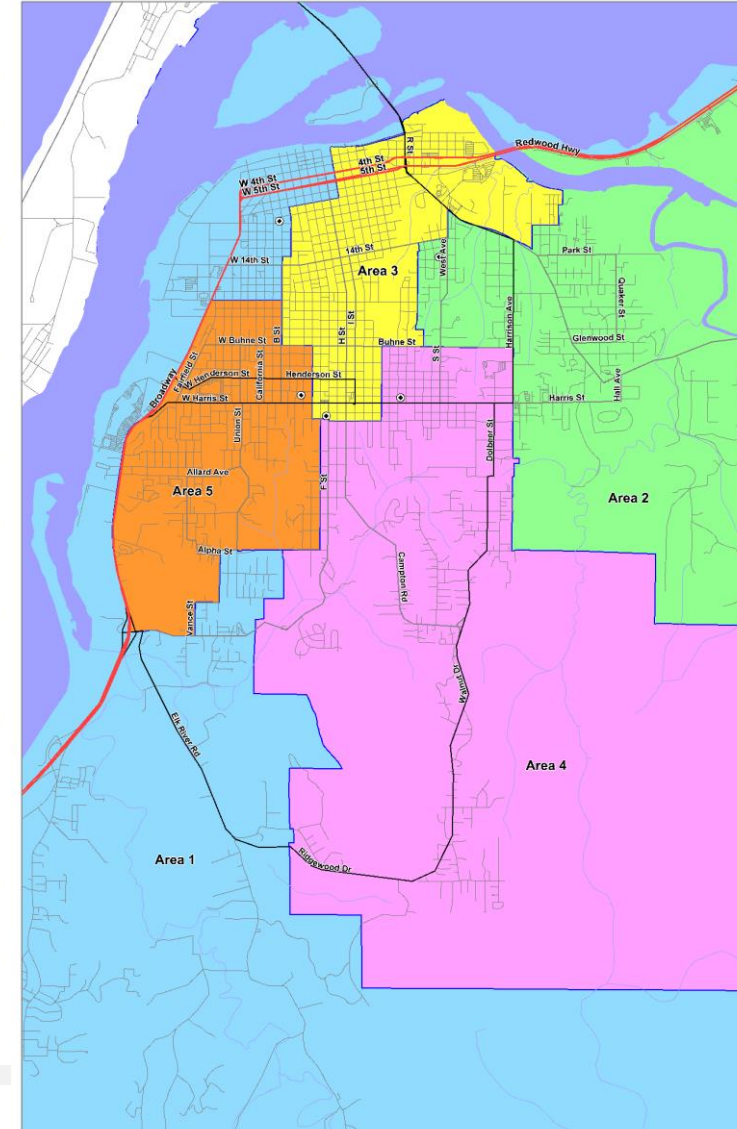
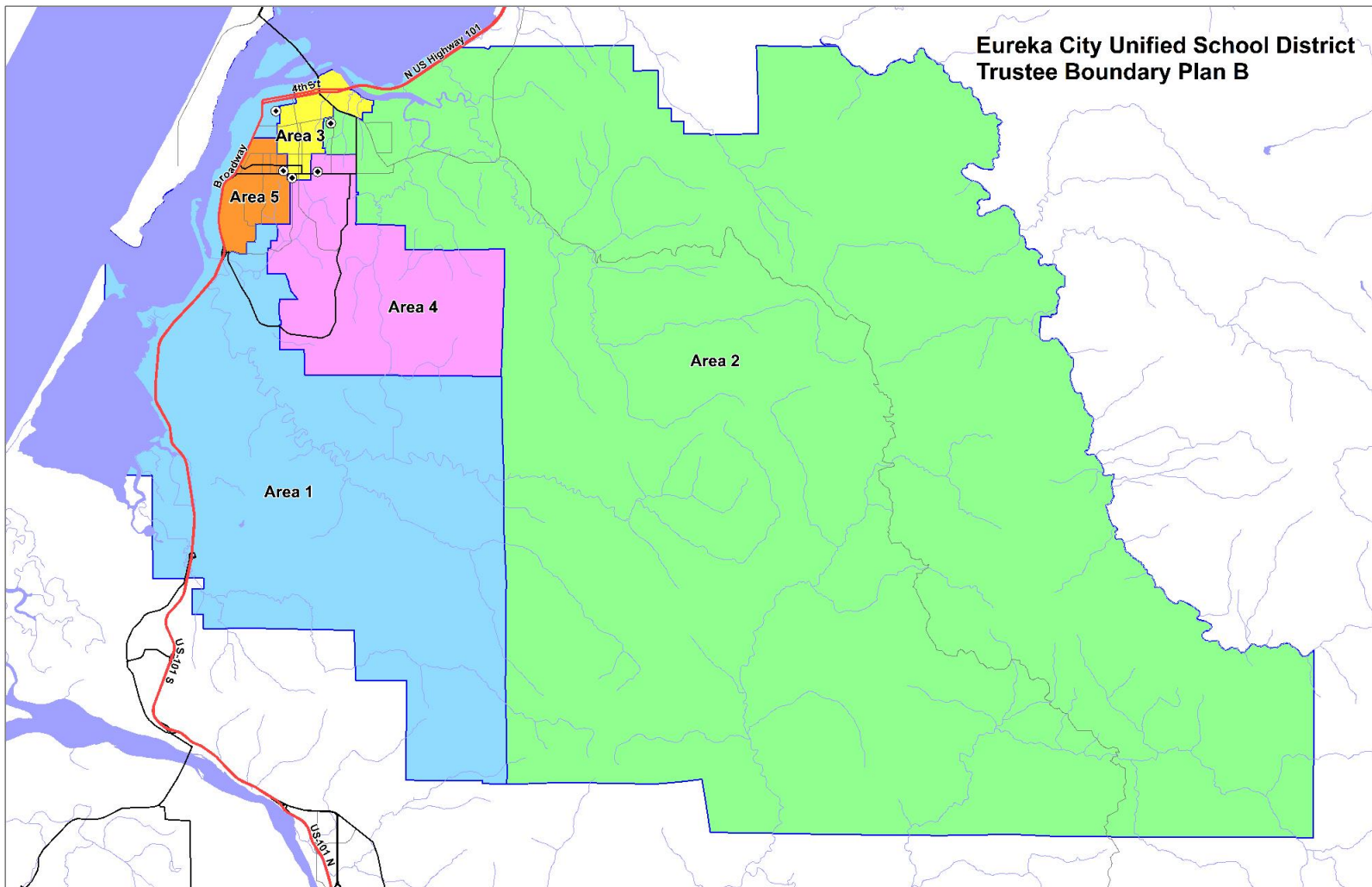
Demographics by Trustee Area, Map A

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%.

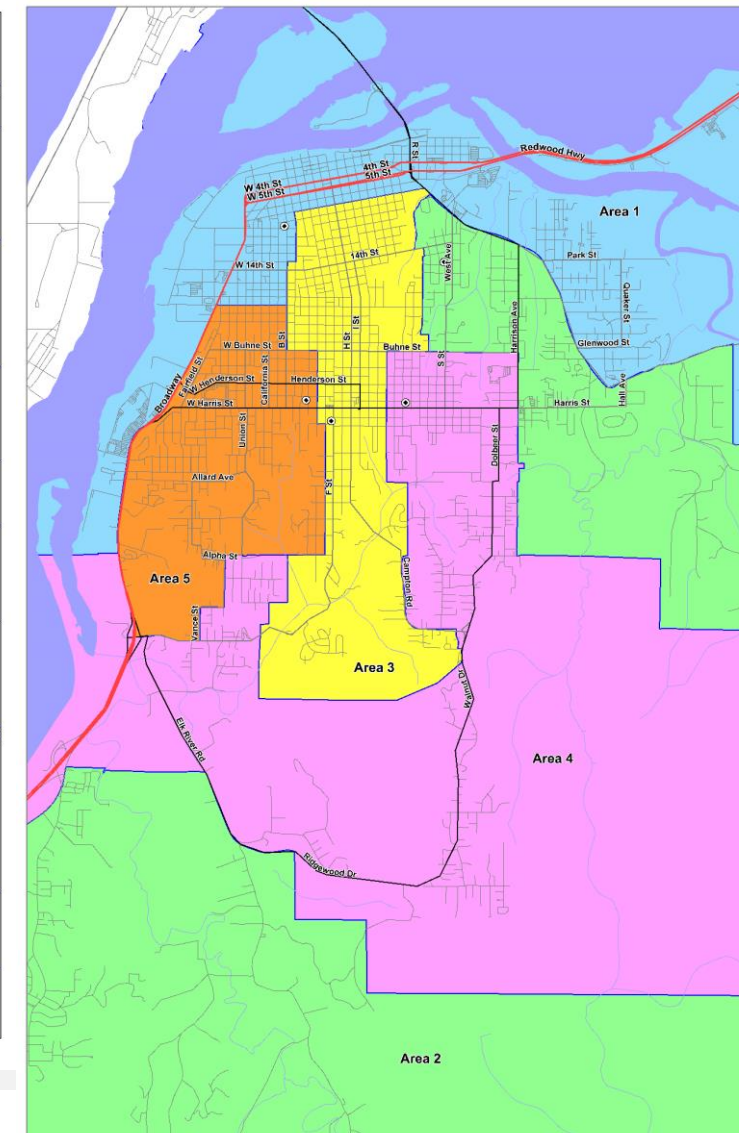
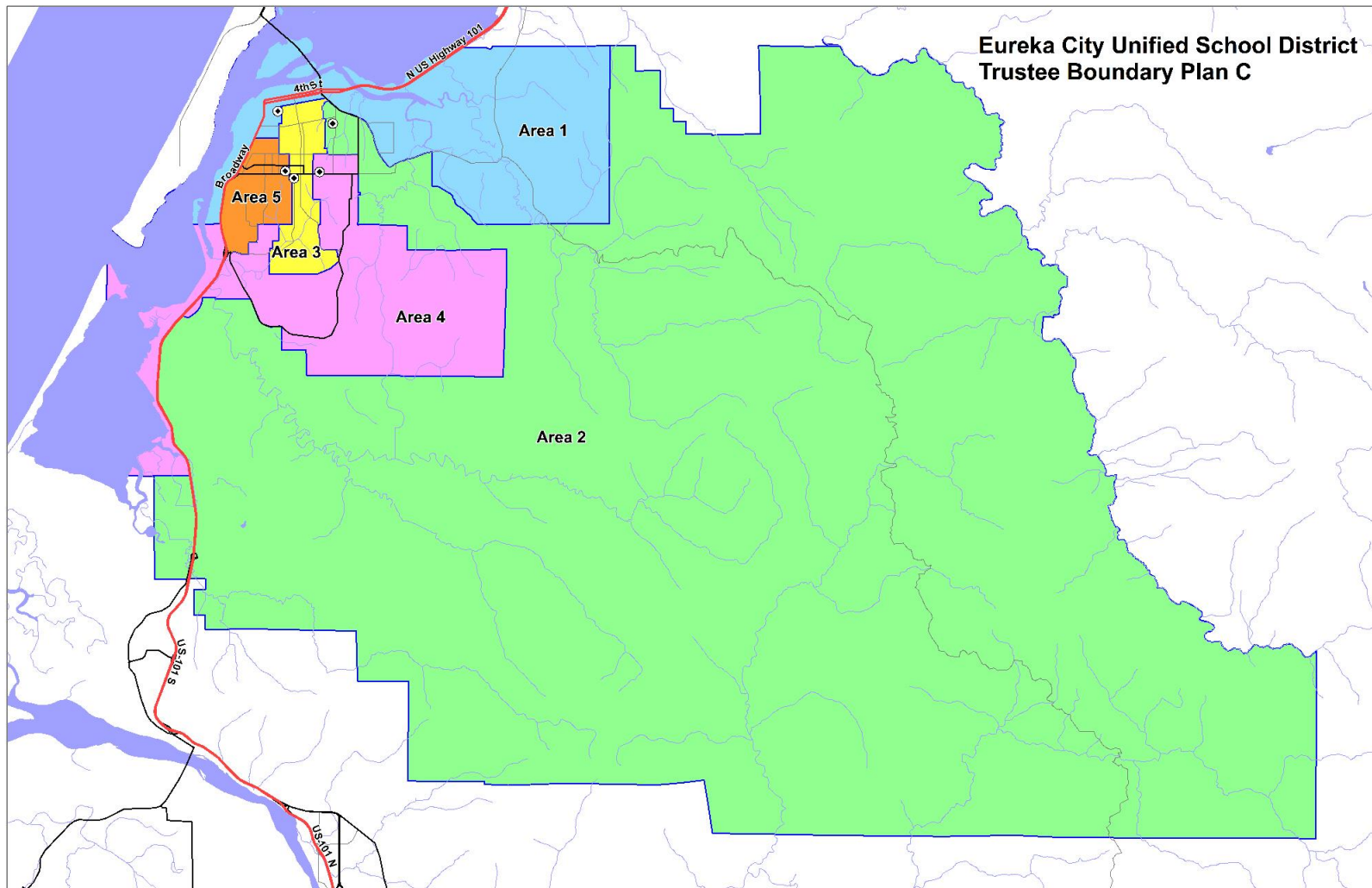
Demographics by Trustee Area, Map B

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 Schools Board of Education

AGENDA ITEM

Agenda Title: Report on Eureka City Schools Transportation Department

Meeting Date: February 3, 2022

Item: Discussion

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

The Governing Board is asked to receive a report on Eureka City Schools' Transportation Department.

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 of Trustees will receive an update regarding the age and condition of the District's fleet.

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)*

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

- ▣ Presentation

Eureka City Schools Transportation Update 2021/2022



Staffing

- 1 Director: Dan Pires
- 1 Asst. Director/Trainer/Dispatcher Tiffany James
- 1 Shared Secretary Kristen Webb
- 1 Mechanic: Alex Santiago

7 Daily School Bus Drivers:

- Bus 6 - Sophal Ith (Tolate)
- Bus 4 - Sherry Hill
- Bus 5 - Nancy Cringle
- Bus 14 - Misty Garrett
- Bus 8 – Tiffanie Wagner
- Bus 10- Brian Hoover
- Bus 11- Open
- Bus 12- Open
- Bus 18- Jennifer Ferreira

1 Substitute School Bus Drivers:

- Rose Nhem

Bus Fleet

- **Total number of large school buses in fleet: 11**
 - 6 used daily for Regular Transportation
- **Total number of small school buses in fleet: 4**
 - 1 used daily for Special Ed Transportation

Bus Fleet Information

BUS #	MAKE	YEAR	AVERAGE LIFE EXPECTANCY	YEARS PAST EXPECTANCY	
BUS 1	BLUEBIRD 84 PASS	1995	20	7	Fall 2022
BUS 2	BLUEBIRD 84 PASS	1999	20	3	
BUS 3	INTERN. 24 PASS	2007	20		
BUS 4	BLUEBIRD 81 PASS	2002	20		
BUS 5	BLUEBIRD 81 PASS	2020	20		
Bus 6	BLUEBIRD 81 EV	2021	20		
BUS 7	THOMAS 81 PASS	2012	20		
BUS 8	THOMAS 81 PASS	2012	20		
BUS 9	BLUEBIRD 66 PASS	2000	20	2	
BUS 10	BLUEBIRD 72 PASS	2000	20	2	
BUS 11	THOMAS 20 PASS	1999	20	3	
BUS 12	THOMAS 25 PASS	2001	20	1	
BUS 14	BLUEBIRD 66 PASS	1999	20	3	
BUS 18	GIRARDIN 24 PASS	2005	20		
BUS 25	INTER/WARD 72 PASS	1995	20	7	Feb 2022
BUSES IN RED ARE SPARE BUSES					

Snap Shot of Transportation

- Currently our department is transporting 664 students to and from school. This includes General Ed., Special Ed., Foster, M/Vento, Hardship, and over flow students placed outside their school of residence by the District.
- Our buses currently travel approximately 324 miles per day on their routes.

Upcoming Items

- Installation of Electrical Infrastructure for bus fleet expected to be completed by February 2022.
- Award of the Rural School Bus Replacement Project Grant expected in February 2022 (Renewable Diesel) and late 2022 (Electric School Bus)
- Roll out of new TransFinder routing software, which will allow instant staff and community updates on daily bus routes.
- Staffing & Retention

AGENDA ITEM

Agenda Title: Eureka City Schools Preschool Annual Report
Meeting Date: February 3, 2022
Item: Discussion

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

The Governing Board is asked to receive an overview of the ECS Preschool Program.

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

This presentation is part of a series of presentations about District programs. The intent is to keep members of the School Board informed of programs, including preschoolers who receive Special Education services.

STRATEGIC PLAN/PRIORITY AREA:

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

Winzler Children's Center is the longest operating nonprofit public preschool in Humboldt County. Since 1944 many families and children have achieved independence and success through participation in our program. Special Education services are offered in the general education setting and speech language services are offered onsite, in small groups. Winzler has been a state recognized model for inclusion by the CDE since 2018.

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

There are no expenditures or revenue associated with this item.

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

John Leonard, Director of Student Services
Heather Richardson, Director of Winzler Children's Center

ATTACHMENTS:

Description

- ▢ Preschool Board Presentation
- ▢ Fall 2021 IEP Progress Report
- ▢ Fall 2021 ELD Progress Report
- ▢ Fall 2021 Preschool Progress Report
- ▢ Fall 2021 4yo Progress Report
- ▢ ECS Kindergarten Readiness

ECS Preschool Programs

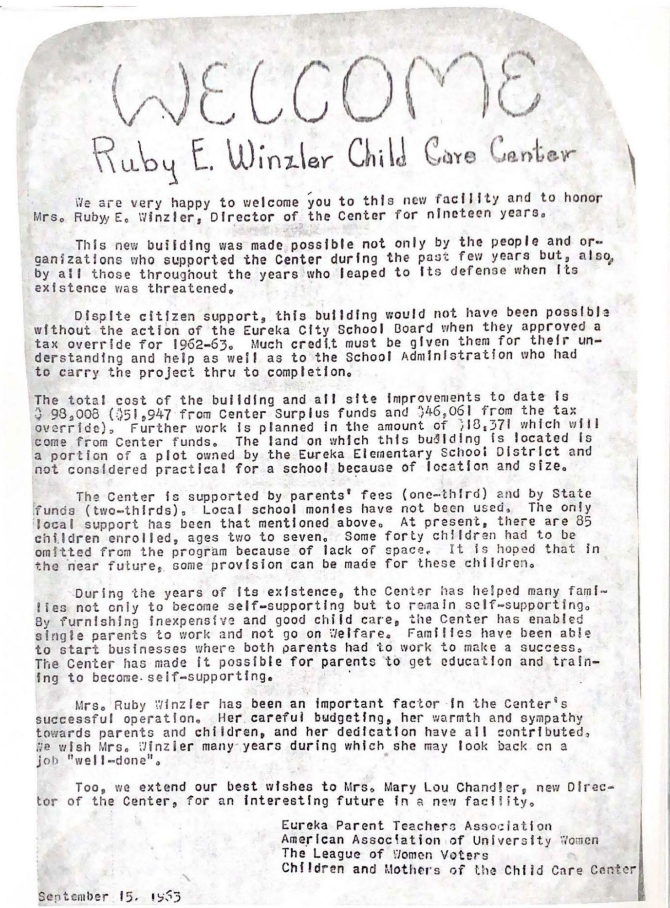
February 3, 2022



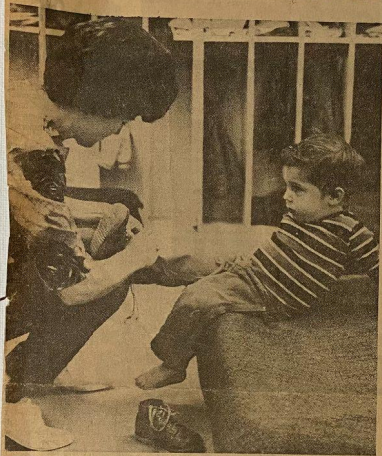
Annual Update to the Board
February 3rd, 2022

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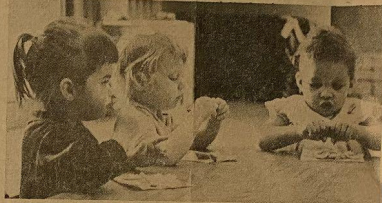
A Quick History Lesson...



Children's Center Intricate Part Of Eureka Schools



Kay Krook, teacher, aids Keith Ouls with his shoes following nap.



Enjoying morning snack (from left) Erin Bartman, Terri Ray and Lisa Bell.

Center Aids Working Parents

Winter Children's Center, years through ten years old essential industries. At that time part of Eureka City Schools, it may be circled full or part the program was supported by called at 717 Oregon Street, time. The children spend their parent fees and federal funds, serves a community need by day under the guidance of a Then in 1946 the program be- behind nursery and day care a large part of the day is spent ent fees, and from that time un- school to local families. In supervised play, as well as a house-to-year basis. Finally in The primary purpose of the guided activities. Supplementing the hot noon 1967 legislation was passed con- sistent environment for the chil- meal, from 11:30 to 12, which is sistent Children's Centers and their dren of one and two parent fam- served every day, there is a ly and in 1983 it was renamed- ties who must work to support, mid-morning and mid-afternoon. Children's Centers and their The center offers children a during these hours. er. Parents who are students, 8:30 a.m. to 8 p.m. Monday teachers, nurses, seasonal crop through Saturday to care for workers or temporarily disabled children during normal working may also enroll their children hours. A staff is maintained The center offers children a during these hours. In 1983 the State Legislature dren. Cost for the center is balanced program of supervi- In 1983 the State Legislature dren. Cost for the center is sion, lunch, rest, play and in-passed an "agency" measure based on the parents monthly struction, according to Robert to provide child care for the earnings and is geared to their Barley, director. Children two children of mothers working in individual income.



The children receive instruction, rest and play during their day at the Children's Center. Left photo, Terri Ray and Angela Barnes combine book learning with play. Patterson, Brian Spedman, Gordon Ballard, Sherman Frichman, Michael Beggs, Tommy Kalamos and Melissa Ostlund take on

Eureka City Schools Preschool Programs are dedicated to providing exceptional, inclusive, developmentally appropriate preschool programs where students grow and learn...

...By individually challenging
and guiding students to
problem solve utilizing their
developing critical thinking
skills...



February 3, 2022



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...nurturing social skills and friendships while building joyful classroom communities...



...encouraging imagination and creativity in a fun, active, play-based learning environment...



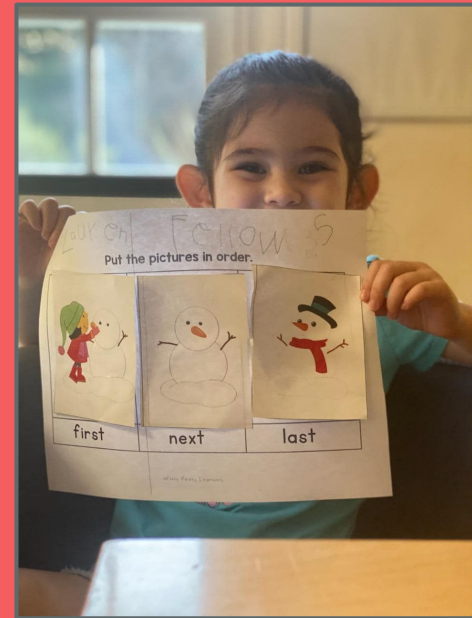
February 3, 2022



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**...resulting in students who
have a strong foundation and
passion for lifelong learning...**



**...and are prepared to thrive as they move on to
Transitional Kindergarten and Kindergarten in our
community.**





Cohort Progress Report (Single Domain)

45 children were selected for this cohort. The report will show all measure ratings for the selected group within the current year (to date). Not all children may be rated in all rating periods.

State: **CA** Agency Name: **Eureka City Schools** Assessment Period: **Fall 2021** Center Name: **Winzler Children's Center**
Class Name: **Lafayette, Room 1, Room 2, Room 3** Subgroup(s): **IEP/IFSP**

Rating Period
(# of children)

Responding
Earlier

Responding
Later

Exploring
Earlier

Exploring
Middle

Exploring
Later

Building
Earlier

Building
Middle

Building
Later

Integrating
Earlier

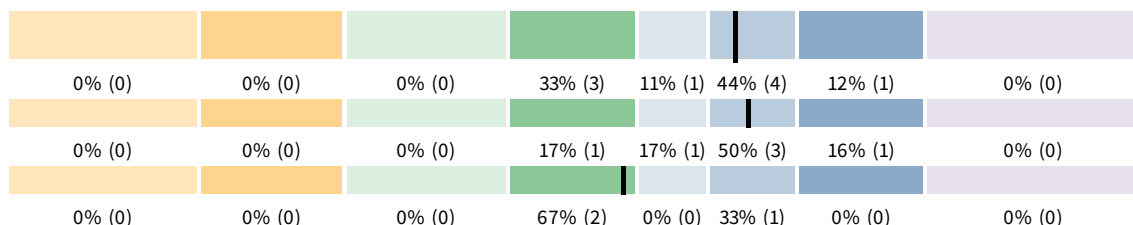
Early Infancy

Kindergarten Entry



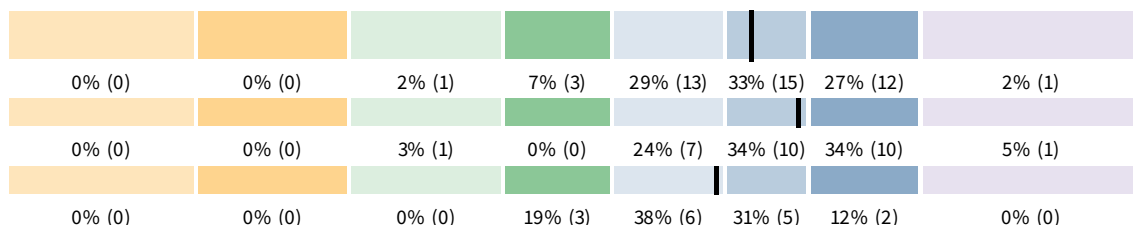
Approaches to Learning Self-Regulation

Fall 2021
(n=9)



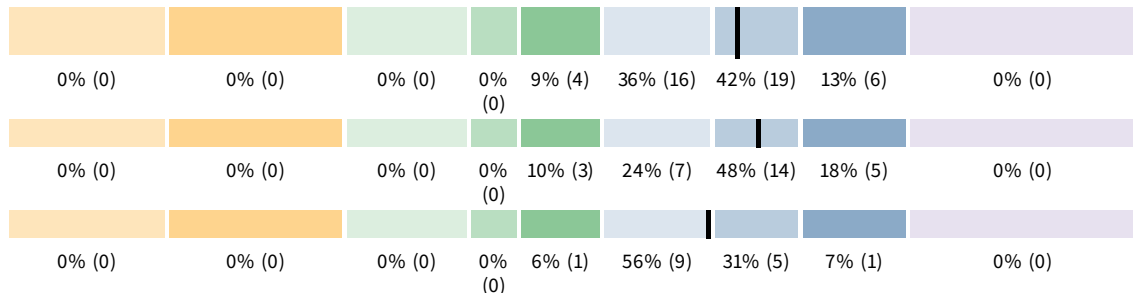
Social and Emotional Development

Fall 2021
(n=45)



Language and Literacy Development

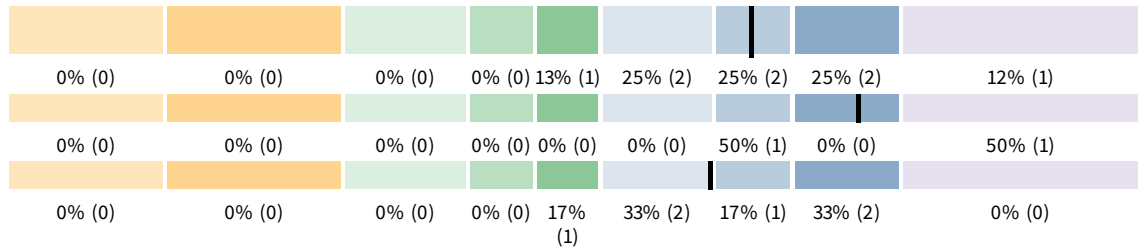
Fall 2021
(n=45)





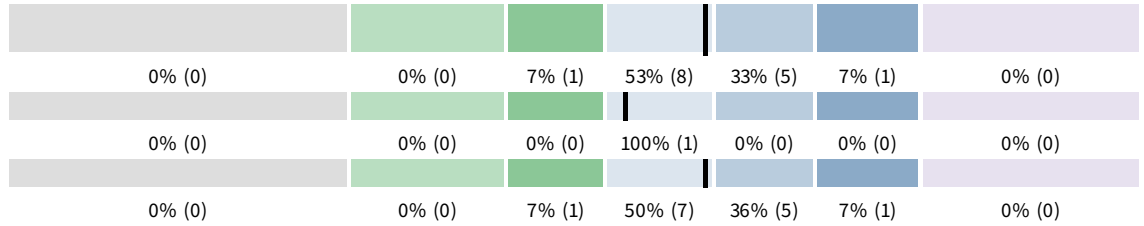
Language Development

Fall 2021
(n=8)



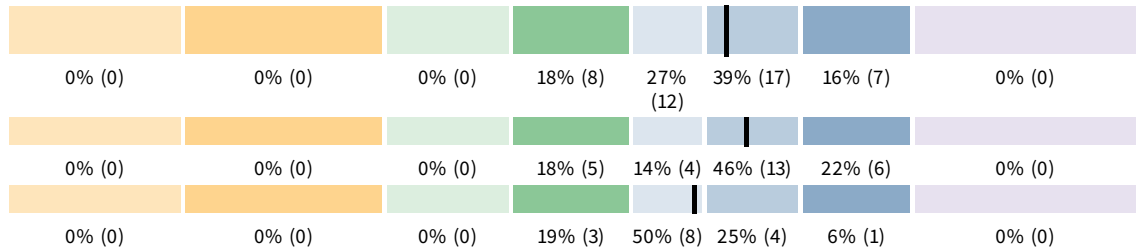
Literacy Development

Fall 2021
(n=15)



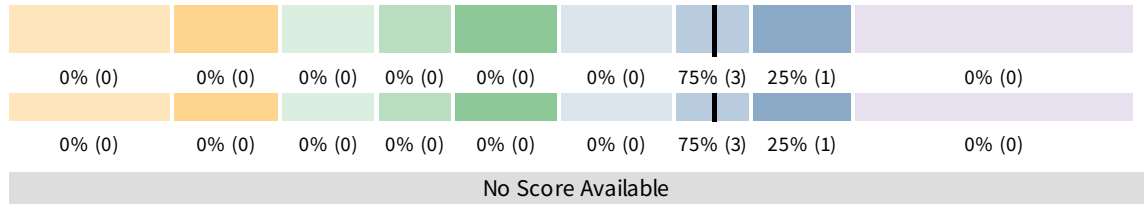
Cognition: Math

Fall 2021
(n=44)



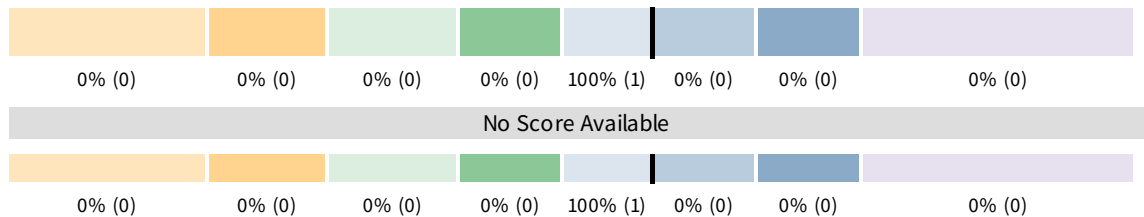
Physical Development

Fall 2021
(n=4)



Health

Fall 2021
(n=1)





English Language Development

Rating Period (# of children)	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
----------------------------------	-------------------------	------------------------	----------------------	-----------------------	---------------------	------------------------

Fall 2021 (n=9)

	0% (0)	0% (0)	33% (3)	11% (1)	56% (5)	0% (0)
No (n=6)						
	0% (0)	0% (0)	17% (1)	17% (1)	66% (4)	0% (0)
Yes (n=3)						
	0% (0)	0% (0)	67% (2)	0% (0)	33% (1)	0% (0)



Cohort Progress Report (Single Domain)

45 children were selected for this cohort. The report will show all measure ratings for the selected group within the current year (to date). Not all children may be rated in all rating periods.

State: **CA** Agency Name: **Eureka City Schools** Assessment Period: **Fall 2021** Center Name: **Winzler Children's Center**
Class Name: **Lafayette, Room 1, Room 2, Room 3** Subgroup(s): **ELD**

Rating Period
(# of children)

Responding
Earlier

Responding
Later

Exploring
Earlier

Exploring
Middle

Exploring
Later

Building
Earlier

Building
Middle

Building
Later

Integrating
Earlier

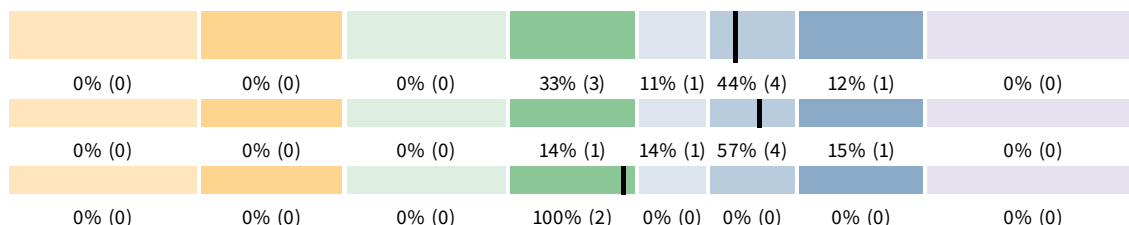
Early Infancy

Kindergarten Entry



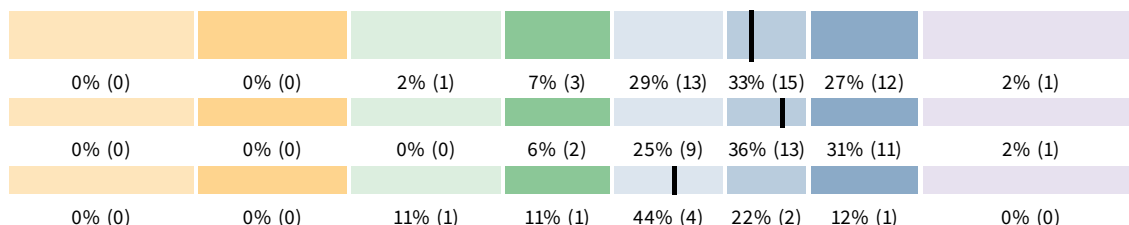
Approaches to Learning Self-Regulation

Fall 2021
(n=9)



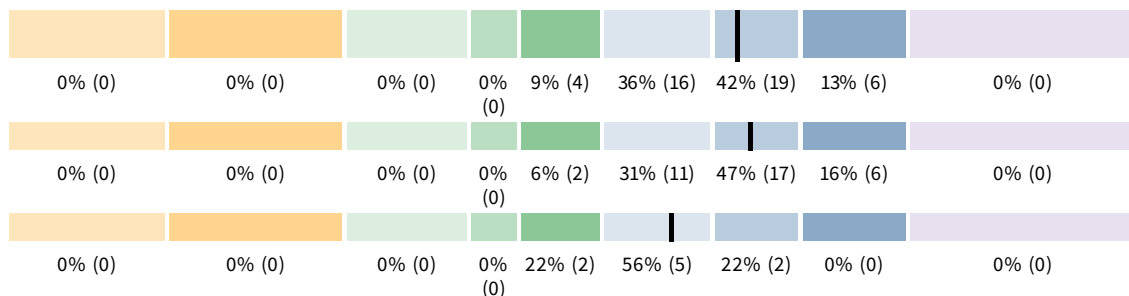
Social and Emotional Development

Fall 2021
(n=45)



Language and Literacy Development

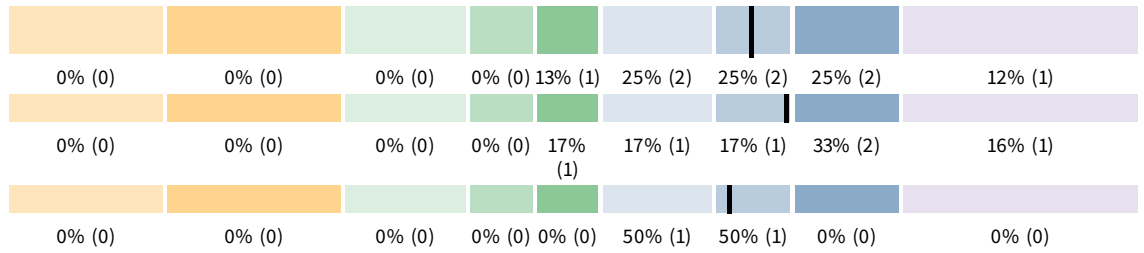
Fall 2021
(n=45)





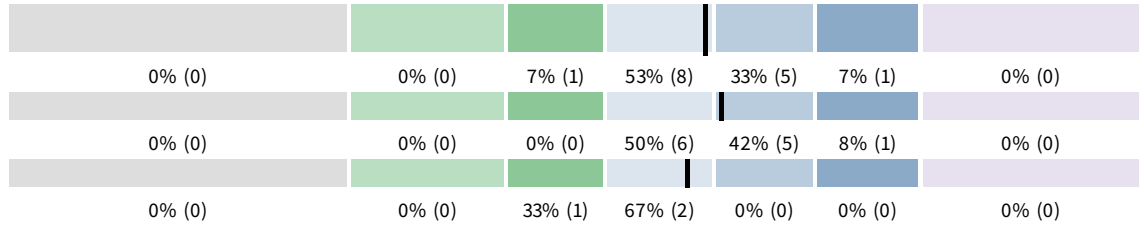
Language Development

Fall 2021
(n=8)



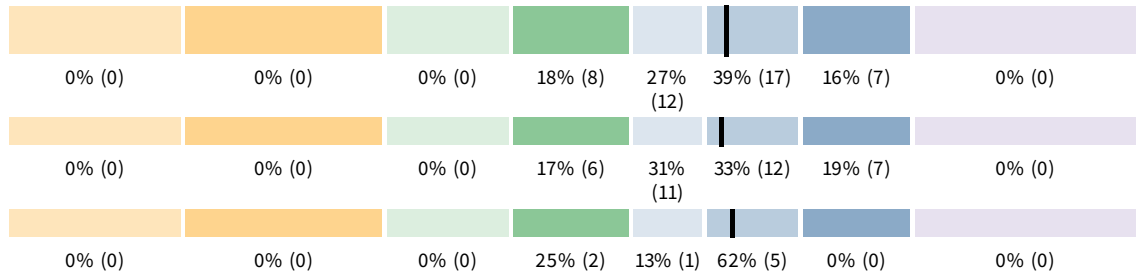
Literacy Development

Fall 2021
(n=15)



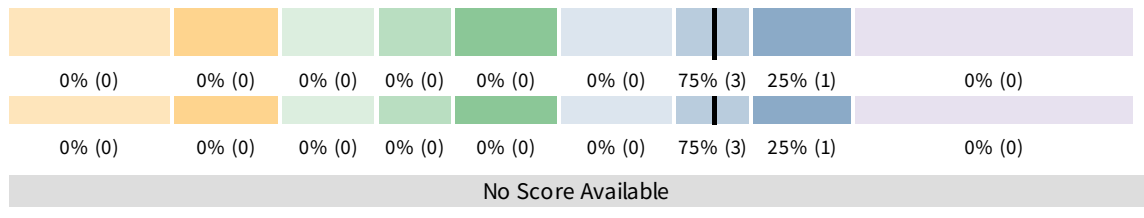
Cognition: Math

Fall 2021
(n=44)



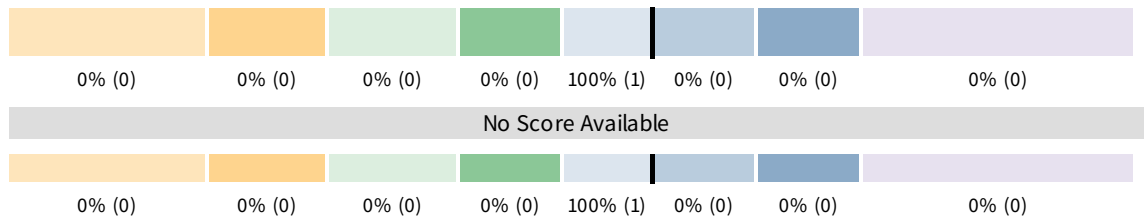
Physical Development

Fall 2021
(n=4)



Health

Fall 2021
(n=1)





English Language Development

Rating Period (# of children)	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
----------------------------------	-------------------------	------------------------	----------------------	-----------------------	---------------------	------------------------

Fall 2021 (n=9)

	0% (0)	0% (0)	33% (3)	11% (1)	56% (5)	0% (0)
No (n=1)						
	0% (0)	0% (0)	0% (0)	0% (0)	100% (1)	0% (0)
Yes (n=8)						
	0% (0)	0% (0)	38% (3)	13% (1)	49% (4)	0% (0)



Group Report

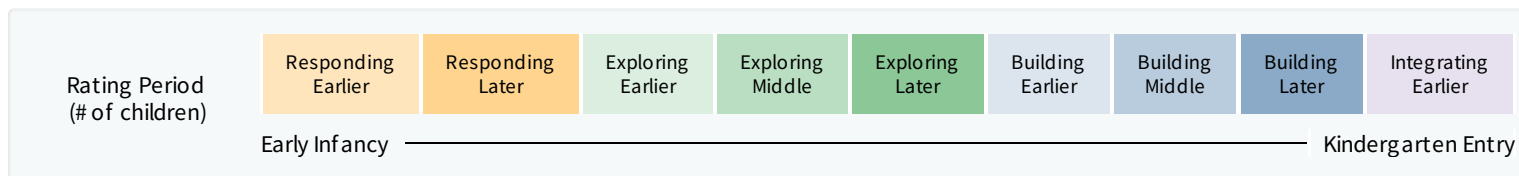
45 children in the **Lafayette, Room 1, Room 2, Room 3** class were selected for this report. Not all children may be rated in all rating periods.

Agency Name: **Eureka City Schools**

Assessment Period: **Fall 2021**

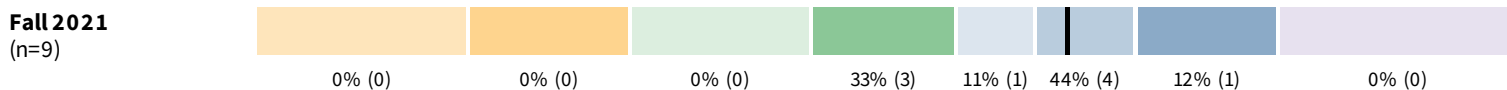
Center Name: **Winzler Children's Center**

Class Name: **Lafayette, Room 1, Room 2, Room 3**



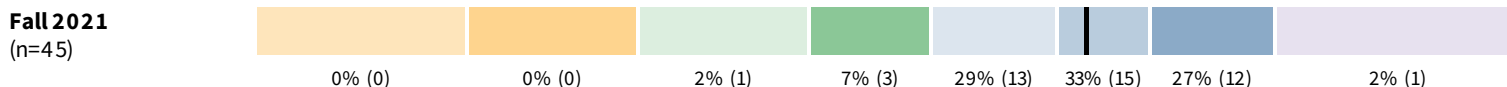
Approaches to Learning Self-Regulation

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.



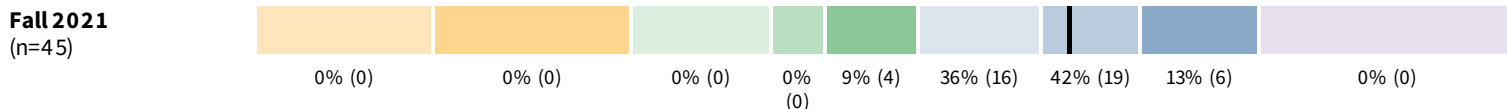
Social and Emotional Development

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play.



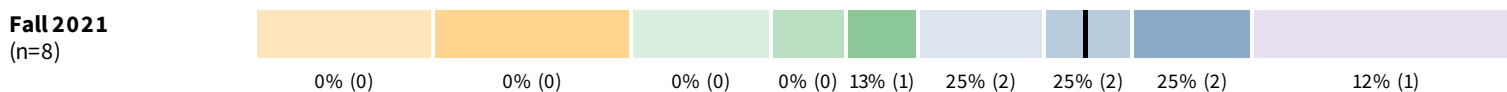
Language and Literacy Development

The Language and Literacy domains assess the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

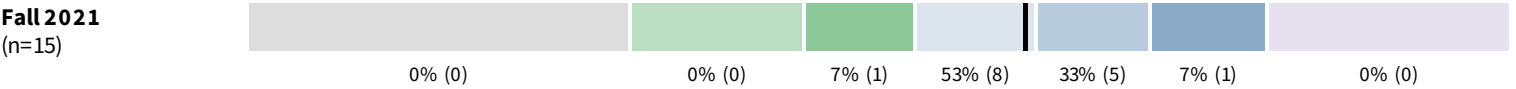


Language Development

The Language and Literacy domains assess the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

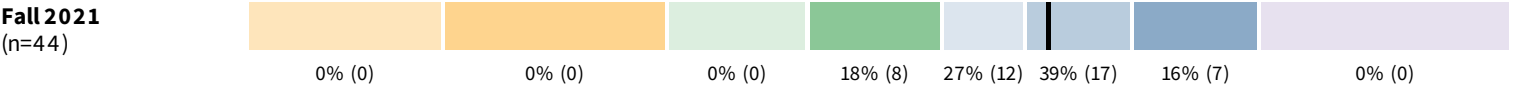


Literacy Development



Cognition: Math

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes.



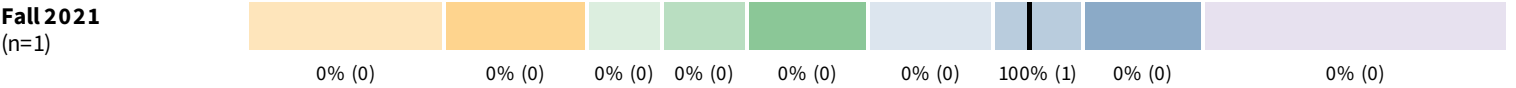
Cognition: Science

The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.



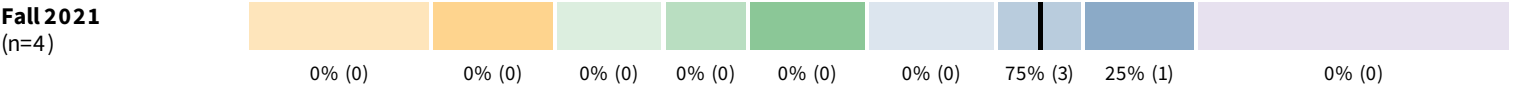
Physical Development — Health

The Physical Development knowledge or skill areas in this domain include perceptual-motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).



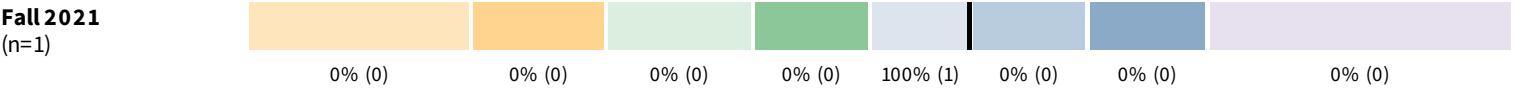
Physical Development

The Physical Development knowledge or skill areas in this domain include perceptualmotor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).



Health

The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).



History: Social Science

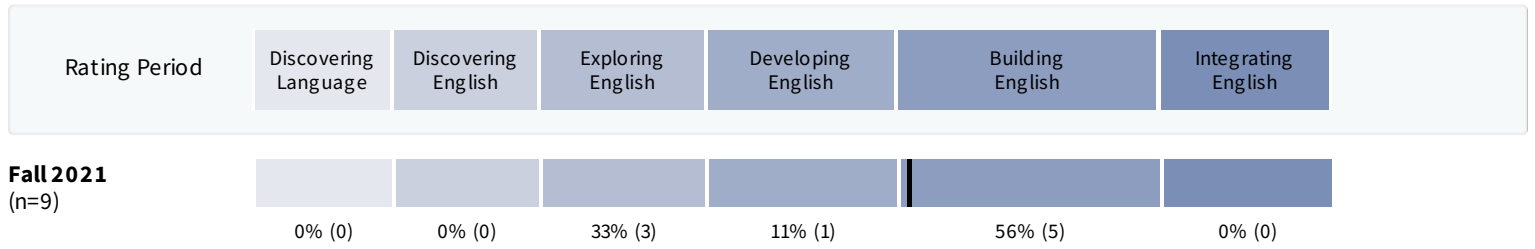
The knowledge or skill areas in this domain include sense of time, sense of place, ecology, conflict negotiation, and responsible conduct.



Visual Performing Arts

The knowledge or skill areas in this domain include visual art, music, drama, and dance.







Cohort Progress Report (Single Domain)

45 children were selected for this cohort. The report will show all measure ratings for the selected group within the current year (to date). Not all children may be rated in all rating periods.

State: **CA** Agency Name: **Eureka City Schools** Assessment Period: **Fall 2021** Center Name: **Winzler Children's Center**
Class Name: **Lafayette, Room 1, Room 2, Room 3**

Rating Period
(# of children)

Responding
Earlier

Responding
Later

Exploring
Earlier

Exploring
Middle

Exploring
Later

Building
Earlier

Building
Middle

Building
Later

Integrating
Earlier

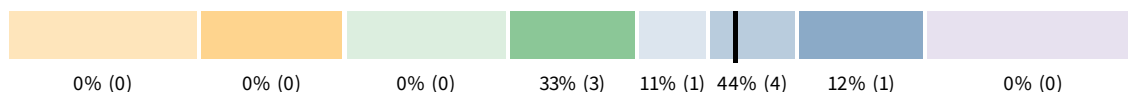
Early Infancy

Kindergarten Entry

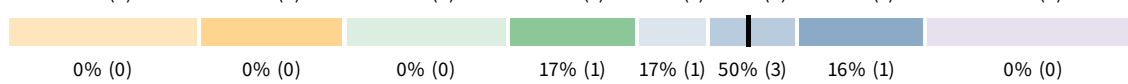


Approaches to Learning Self-Regulation

Fall 2021
(n=9)

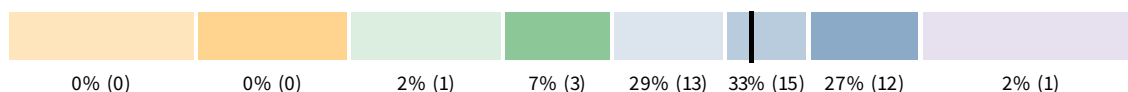


Birth 9/3/2016 to
9/2/2017
(n=6)

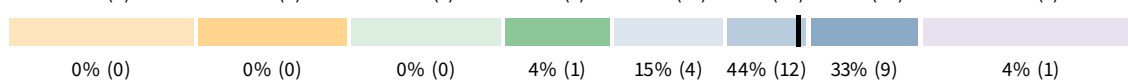


Social and Emotional Development

Fall 2021
(n=45)

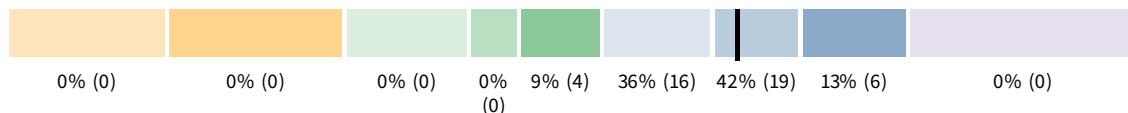


Birth 9/3/2016 to
9/2/2017
(n=27)

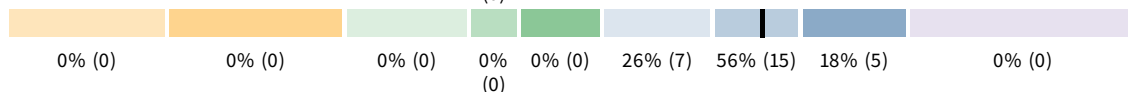


Language and Literacy Development

Fall 2021
(n=45)

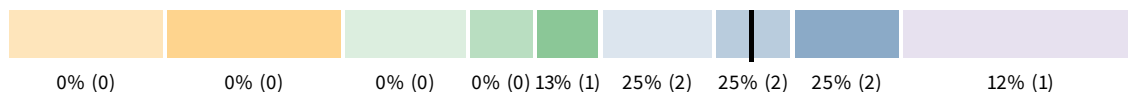


Birth 9/3/2016 to
9/2/2017
(n=27)

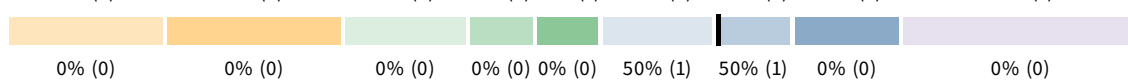


Language Development

Fall 2021
(n=8)



Birth 9/3/2016 to
9/2/2017
(n=2)



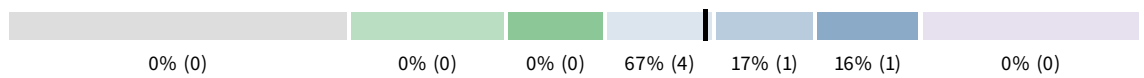
Literacy Development

Fall 2021

(n=15)



Birth 9/3/2016 to
9/2/2017
(n=6)



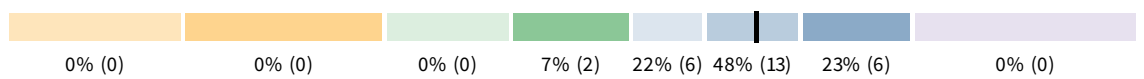
Cognition: Math

Fall 2021

(n=44)



Birth 9/3/2016 to
9/2/2017
(n=27)



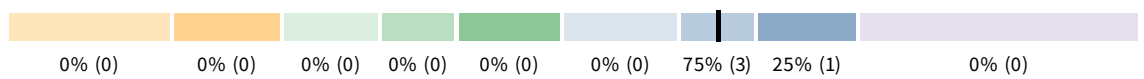
Physical Development

Fall 2021

(n=4)



Birth 9/3/2016 to
9/2/2017
(n=4)



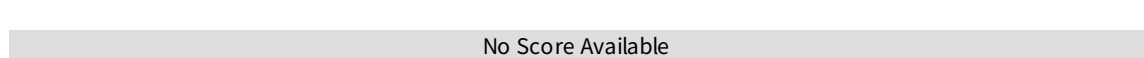
Health

Fall 2021

(n=1)



Birth 9/3/2016 to
9/2/2017
(n=0)



English Language Development

Rating Period
(# of children)

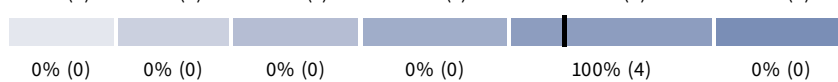


Fall 2021

(n=9)



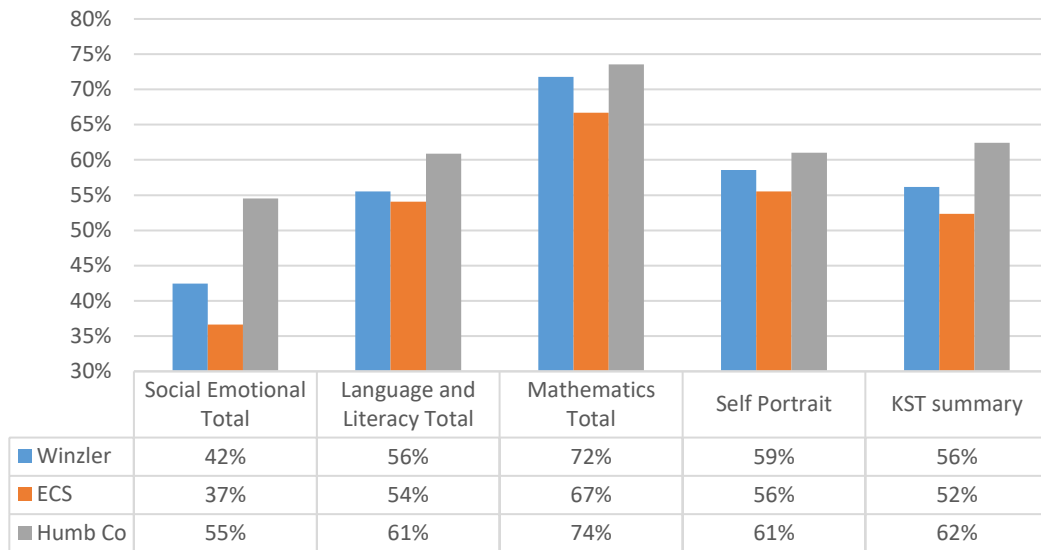
Birth 9/3/2016 to
9/2/2017
(n=4)



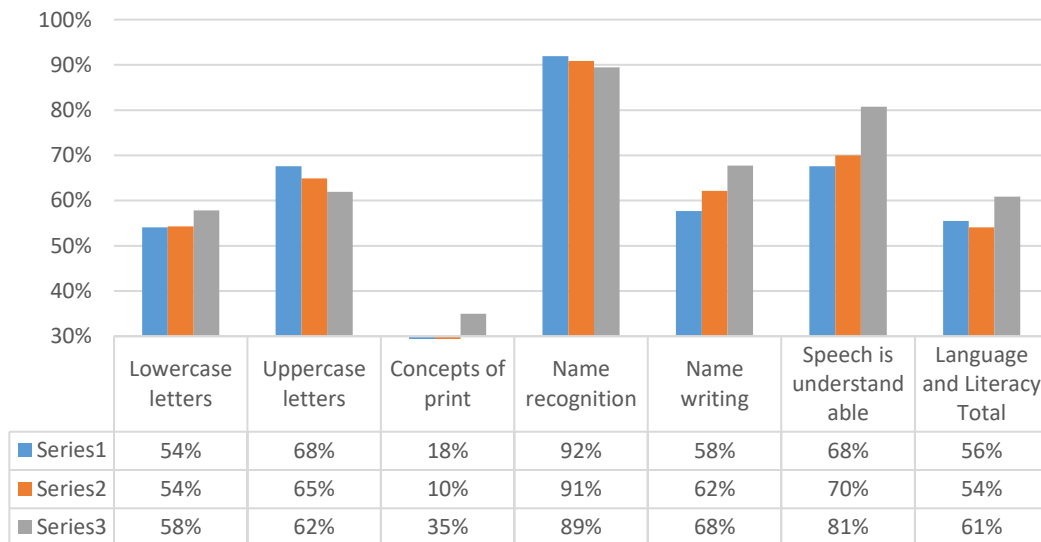
Kindergarten Readiness

Winzler Preschool students in TK, K Fall 2020

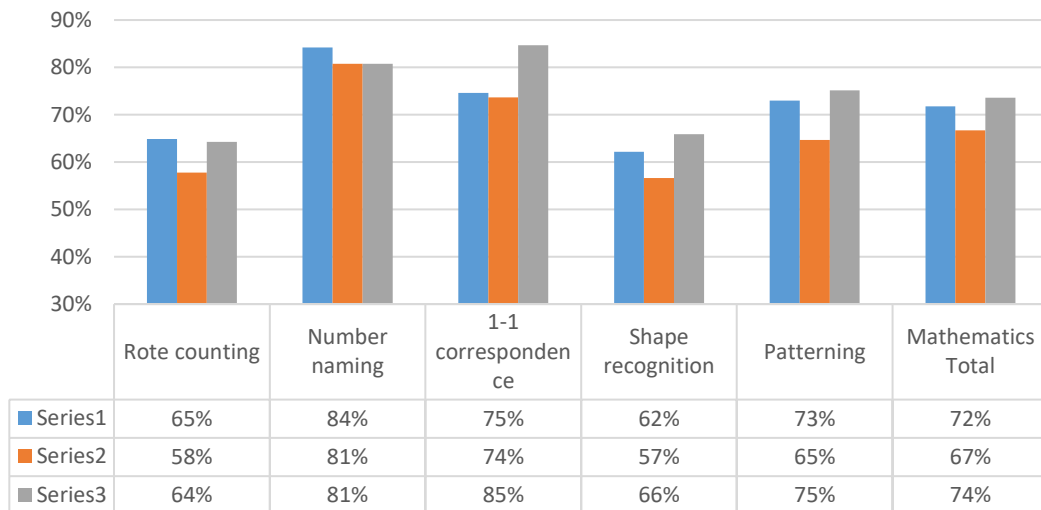
Winzler students are **higher** in all readiness areas compared to the **District**



Winzler students are **higher** in uppercase letters and name recognition compared to the **District** and to Humboldt County



Winzler students are **higher** in all Mathematics areas compared to the **District** and higher or comparable to Humboldt County in all but 1-1 correspondence



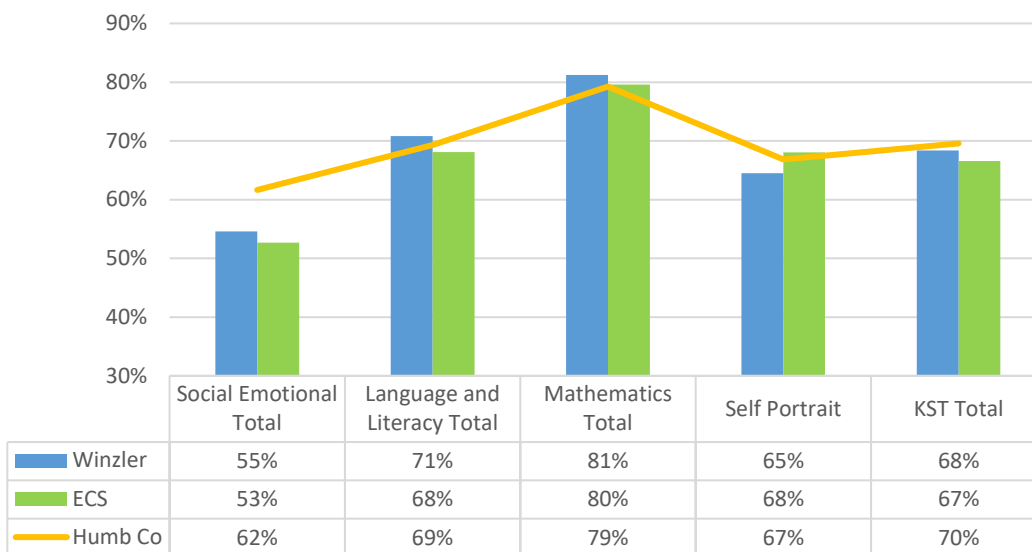
Data for Graphs above:

	Fall 2020 Assessment	Winzler	ECS	Humb Co
1	Cooperative Responsible	43%	38%	54%
2	Respectful	45%	41%	59%
3	Self regulates	41%	33%	51%
4	Independent	43%	35%	52%
5	Attentive listener	43%	34%	50%
6	Transitions away from parents smoothly	41%	39%	61%
	Social Emotional Total	42%	37%	55%
7	Lowercase letters	54%	54%	58%
8	Uppercase letters	68%	65%	62%
9	Concepts of print	18%	10%	35%
10	Name recognition	92%	91%	89%
11	Name writing	58%	62%	68%
12	Speech is understandable	68%	70%	81%
	Language and Literacy Total	56%	54%	61%
13	Rote counting	65%	58%	64%
14	Number naming	84%	81%	81%
15	1-1 correspondence	75%	74%	85%
16	Shape recognition	62%	57%	66%
17	Patterning	73%	65%	75%
	Mathematics Total	72%	67%	74%
18	Self Portrait	59%	56%	61%
	KST summary	56%	52%	62%

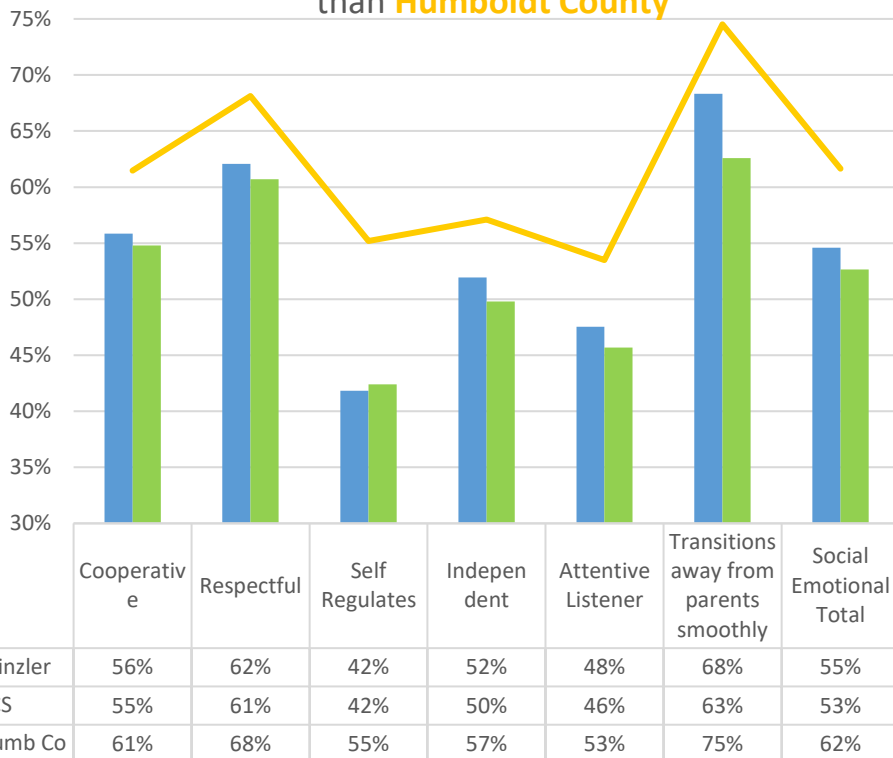
Kindergarten Readiness

Winzler preschool students in TK, K and Grade 1 Fall 2019

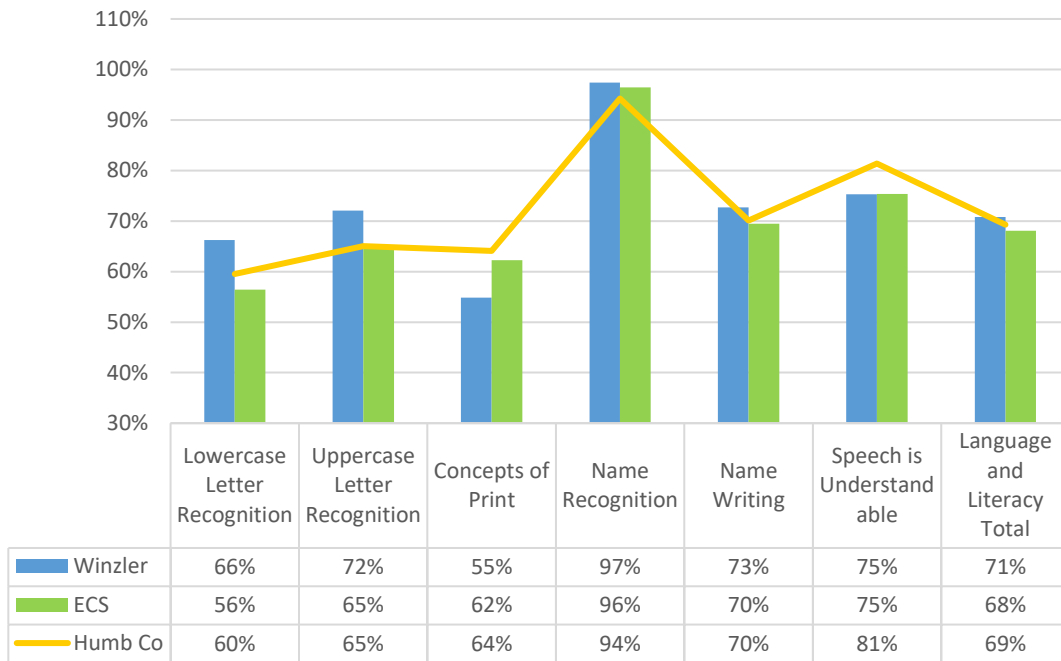
Winzler is **higher** in Language and Literacy and Mathematics readiness areas compared to the **District** and **Humboldt County**



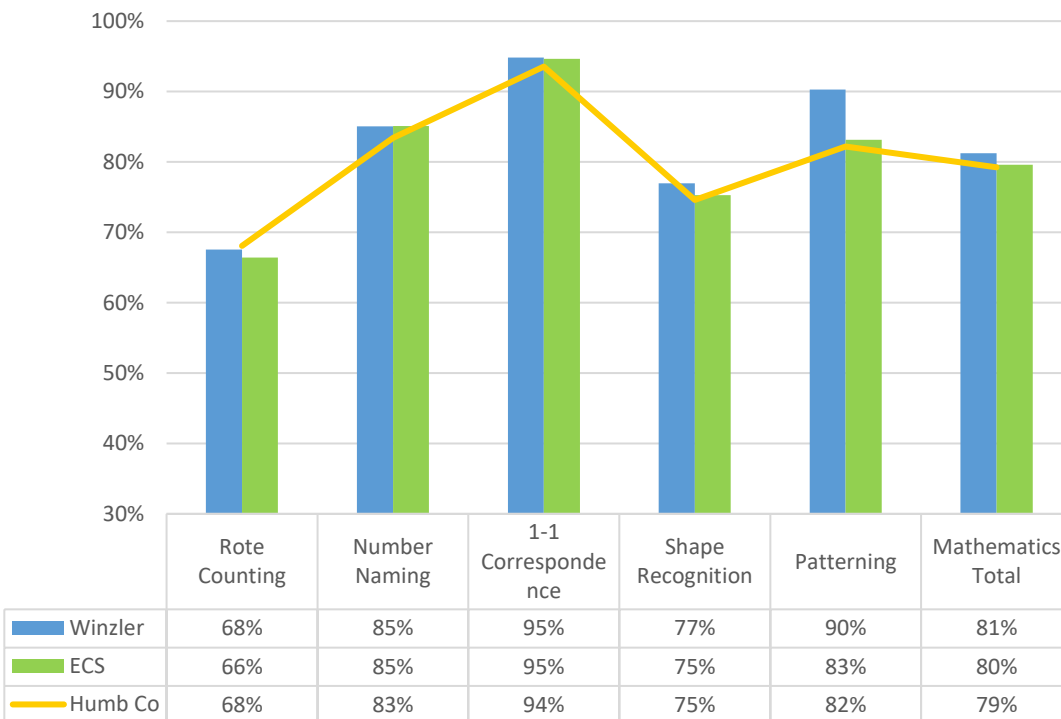
Social/Emotional readiness is lower for **Winzler** and **ECS** than **Humboldt County**



Language and Literacy readiness is **higher** for **Winzler** in most areas compared to **Humboldt County**



Winzler is **higher** in all Mathematics readiness areas compared to **Humboldt County**



AGENDA ITEM

Agenda Title: Local Control Accountability Plan Update

Meeting Date: February 3, 2022

Item: Discussion

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

The Governing Board is being asked to receive an update on the development of the 2021-2022 Local Control and Accountability Plan (LCAP).

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

This presentation is part of a series of presentations about the LCAP. The intent is to keep members of the School Board well-informed on the progress and development of the plan.

STRATEGIC PLAN/PRIORITY AREA:

Applies to all strategic plan areas.

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

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions: comprehensive planning, meaningful engagement, and accountability and compliance. At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK-12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students.

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

- ▣ Supplemental to the Annual Update to the 2021-22 Local Control Accountability Plan
- ▣ Annual Update Template
- ▣ LCAP Template
- ▣ Excerpts for ECS
- ▣ October 21 MOU

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

[Respond here]

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

[Respond here]

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

[Respond here]

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

[Respond here]

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

[Respond here]

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]

Expected	Actual
[Add expected outcome here]	[Add actual outcome here]

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

[Add text here]

A description of the successes and challenges in implementing the actions/services to achieve the goal.

[Add text here]

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

[Add text here]

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

[Add text here]

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

[Add text here]

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

[Add text here]

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

[Add text here]

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

[Add text here]

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

[Add text here]

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

[Add text here]

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

[Add text here]

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

[Add text here]

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

[Add text here]

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

[Add text here]

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

[Add text here]

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

[Add text here]

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

[Enter LCAP Year]

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

[Add LEA Name here]

Contact Name and Title

[Add Contact Name and Title here]

Email and Phone

[Add Email and Phone here]

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

[Add text here]

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

[Add text here]

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

[Add text here]

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not

Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

[Add text here]

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

[Add text here]

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

[Add text here]

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ [Add amount here]
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ [Add amount here]

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

[Add text here]

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ [Add amount here]

Annual Update

LCAP Year Reviewed: XXXX–XX

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]

Annual Measureable Outcomes

Expected	Actual
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]
[Add expected outcome here]	[Add actual outcome here]

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Add planned actions/services here]	[Add actual actions/services here]	[Add budgeted expenditures here]	[Add estimated actual expenditures here]

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Add text here]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]

Stakeholder Engagement

LCAP Year: XXXX–XX

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

[Add text here]

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

[Add text here]

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

[Add selection here]

Goal 1

[Describe the goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities here]
Local Priorities: [List Local Priorities here]

Identified Need:

[Add text here]

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]
[Add metric here]	[Add baseline here]	[Add outcome here]	[Add outcome here]	[Add outcome here]

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

[Add 2017-18 selection here]

Select from New, Modified, or Unchanged for 2018-19

[Add 2018-19 selection here]

Select from New, Modified, or Unchanged for 2019-20

[Add 2019-20 selection here]

2017-18 Actions/Services

[Describe the 2017-18 action/service here]

2018-19 Actions/Services

[Describe the 2018-19 action/service here]

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	[Add amount here]	[Add amount here]
Source	[Add source here]	[Add source here]	[Add source here]
Budget Reference	[Add budget reference here]	[Add budget reference here]	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **XXXX-XX**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ [Add amount here]	[Add percentage here] %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Add text here]

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Excerpt of the October 14, 2021 memorandum from Tony Thurmond

[California Education Code](#) requires an LEA that is eligible to receive Differentiated Assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.

Table 1: LEAs Meeting Criteria Outlined in EC Section 52064(e)(5)

CDS	LEA	Targeted Student Group(s)
12755150000000	Eureka City Schools	Homeless Students

Excerpts of the CDE training

This requirement may not be met by combining this required goal with another goal in the LCAP.

An LEA that is required to include a goal to address one or more consistently low-performing student groups must identify that it is required to include this goal within the Reflections: Identified Need portion of the LCAP Plan Summary Section. The LEA must also identify the applicable student group(s).

In the Goal Description, describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

Explain why the LEA is required to develop this goal, including

- identifying the student group(s) that lead to the LEA being required to develop this goal,
- how the actions and metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and
- why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

The goal must include metrics, desired outcomes, actions, and expenditures that are specific to addressing the needs of, and improving outcomes for, the identified student group or groups.

MEMORANDUM

DATE: October 14, 2021

TO: MEMBERS, State Board of Education

FROM: TONY THURMOND, State Superintendent of Public Instruction

SUBJECT: Consistently Low-Performing Student Groups Per California *Education Code* Section 52064(e)(6)(A) and Consistently Low-Performing Schools Per California *Education Code* Section 52064(e)(6)(B)

Summary of Key Issues

Senate Bill (SB) 98 (Chapter 24, Statutes of 2020) amended California *Education Code* (EC) Section 52064 to update the instructions for the Local Control Accountability Plan (LCAP) template to include a requirement that a local educational agency (LEA) that meets certain criteria include one or more specific goals in the LCAP.

EC Section 52064(e)(5) requires a LEA that meets the criteria to receive technical assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.

EC Section 52064(e)(6)(A) requires a school district or county office of education (COE) with a school that meets the criteria described in subparagraph (B) to include a goal in the LCAP focused on addressing the disparities in performance at the school or schools compared to the school district or COE as a whole. EC Section 52064(e)(6)(B) states:

(B) The requirement described in subparagraph (A) shall apply for any local educational agency with two or more schools if, for two consecutive years, a school receives the two lowest performance levels on all but one of the state indicators for which the school receives performance levels on the California School Dashboard pursuant to subdivision (d) of Section 52064.5 and the performance of the local educational agency for all pupils is at least one performance level higher on all of those indicators.

This memorandum provides a description and examples of how these criteria were applied and next steps for these LEAs and schools. Attachments 1 and 2 provide the list of LEAs and schools that met these criteria.

Summary of Previous State Board of Education Discussion and Action

In September 2021, the California Department of Education (CDE) presented to the State Board of Education (SBE) the required revisions of the LCAP template and instructions per SB 98 and Assembly Bill 130 (Chapter 44, Statutes of 2021) (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/sep21item03.docx>).

Criteria for Identifying Student Groups and Schools Per *EC* Section 52064

EC Section 52064(e)(5) requires LEAs that are eligible for differentiated assistance for three or more consecutive years based on the performance of the same student group(s) to receive technical assistance. For example, Peggy Carter Elementary meets the criteria outlined in *EC* Section 52064(e)(5) because the school has been in differentiated assistance for three consecutive years based on the performance of the English Learner student group.

Table 1: Peggy Carter Elementary Meets *EC* Section 52064(e)(5) Criteria

LEA Assistance Year	LEA Assistance Status	Targeted Student Group
2019	Differentiated Assistance	English Learner
2018	Differentiated Assistance	English Learner
2017	Differentiated Assistance	English Learner

Conversely, in the example below, Gurion High **does not** meet the criteria of *EC* Section 52064(e)(5) because the LEA is eligible for differentiated assistance based on the performance of different student groups.

Table 2: Gurion High Does Not Meet *EC* Section 52064(e)(5) Criteria

LEA Assistance Year	LEA Assistance Status	Targeted Student Group
2019	Differentiated Assistance	Students with Disabilities
2018	Differentiated Assistance	Homeless Students
2017	Differentiated Assistance	Students with Disabilities

The list of LEAs that met the criteria of *EC* Section 52064(e)(5) is provided in Attachment 1.

EC Section 52064(e)(6) requires the CDE to identify schools that for two consecutive years have received the two performance levels in the “All Students” student group that are lower as compared to those schools’ LEAs’ performance on state indicators on the California School Dashboard (Dashboard). In order to determine the list of schools meeting the criteria outlined in *EC* Section 52064(e)(6), the CDE used state indicator data from the 2019 Dashboard and the 2018 Dashboard. Schools with at least one Red or one Orange color on these Dashboards were taken into consideration. Note: For the

2018 Dashboard, the English Learner Progress Indicator (ELPI) was not available. For the 2019 Dashboard, only Status was reported for the ELPI and an ELPI Status level of 'Very Low' was used in place of the color 'Red'.

Next, using data from the 2018 Dashboard, the CDE compared the state indicators at the school level to the state indicators at the school's LEA. In addition, using the 2019 Dashboard, the CDE compared the state indicators at the school level to the state indicators at the school's LEA.

In order to be included on the list of schools meeting the criteria outlined in *EC* Section 52064, schools must be one or more levels lower on **all** indicators in both the 2019 and 2018 Dashboard when compared to their LEA. If a school, for example, had just one indicator in either the prior or current year that was not lower than their LEA's, then that school would not be eligible for inclusion.

For example, Amethyst Elementary meets the criteria outlined in *EC* Section 52064(e)(6) because the school has:

- At least one state indicator in the Red or Orange in both 2018 and 2019; and
- The performance color for every state indicator at the school is lower than the LEA's performance color in both 2018 and 2019.

Table 3: Amethyst Elementary Meets *EC* Section 52064(e)(6) Criteria

Dashboard Indicator	2019 School Dashboard	2019 LEA Dashboard	2018 School Dashboard	2018 LEA Dashboard
Graduation Rate	N/A	Orange	N/A	Orange
English Language Arts/Literacy	Red	Green	Yellow	Green
Mathematics	Yellow	Green	Orange	Yellow
English Learner Progress	High Status	High Status	N/A	N/A
Suspension Rate	Red	Orange	Red	Orange
Chronic Absenteeism	Orange	Yellow	Orange	Green
College/Career	N/A	Green	N/A	Yellow

Conversely, in the example below, Crystal High **does not** meet the criteria of *EC* Section 52064(e)(6) because the criteria noted above were not met in both 2018 and 2019.

Table 4 illustrates that on the 2019 Dashboard, Crystal High's overall performance color for the Suspension Rate indicator is not lower than their LEA's performance color.

Table 4: Crystal High Does Not Meet *EC* Section 52064(e)(6) Criteria

Dashboard Indicator	2019 School Dashboard	2019 LEA Dashboard	2018 School Dashboard	2018 LEA Dashboard
Graduation Rate	Red	Green	Red	Yellow
English Language Arts/Literacy	Red	Green	Red	Green
Mathematics	Yellow	Green	Orange	Yellow
English Learner Progress	Low Status	High Status	N/A	N/A
Suspension Rate	Green	Green	Yellow	Orange
Chronic Absenteeism	Orange	Yellow	Orange	Green
College/Career	Red	Green	Red	Yellow

The list of schools that met the criteria of *EC* Section 52064(e)(6) is provided in Attachment 2.

Next Steps

The CDE will publicly post the LEAs and schools that have met the criteria for identification per *EC* sections 52064(e)(5)–(6) on the CDE’s System of Support web page (<https://www.cde.ca.gov/sp/sw/t1/csss.asp>). The publication of these lists will identify those LEAs that are eligible for assistance based on the performance of **one** or more student groups for three or more consecutive years and those LEAs that have two or more schools on this list because *EC* sections 52064(e)(5)–(6) require these LEAs to include a specific goal in the LCAP. The CDE will host a webinar on January 13, 2022, to provide training and guidance to these LEAs related to incorporating the required goal into their 2022–23 LCAP.

The CDE will annually prepare these files that indicate, for all applicable LEAs, which student groups and schools are required to have goals based on these new instructions. These files will provide writers and reviewers of LCAPs as well as educational partners with assurance on which student groups and schools are required to have goals.

Attachment(s)

- **Attachment 1:** Local Educational Agencies Meeting the Criteria of California *Education Code* Section 52064(e)(5) (3 Pages)
- **Attachment 2:** Schools Meeting the Criteria of California *Education Code* Section 52064(e)(6) (1 Page)

Attachment 1: Local Educational Agencies Meeting the Criteria of California *Education Code* Section 52064(e)(5)

A total of 57 local educational agencies (LEAs) met the criteria of California *Education Code (EC)* Section 52064(e)(5). The list of LEAs and Targeted Student Group(s) is provided in Table 1.

Table 1: LEAs Meeting Criteria Outlined in *EC* Section 52064(e)(5)

CDS	LEA	Targeted Student Group(s)
01611430000000	Berkeley Unified	Homeless Students
01611920000000	Hayward Unified	Homeless Students, Students with Disabilities
01612590000000	Oakland Unified	African American, English Learner, Homeless Students
01613090000000	San Lorenzo Unified	Homeless Students, Students with Disabilities
04615490000000	Thermalito Union Elementary	Students with Disabilities
05615720000000	Mark Twain Union Elementary	Students with Disabilities
07616480000000	Antioch Unified	Foster Youth, Homeless Students
07617540000000	Mt. Diablo Unified	African American, Foster Youth, Homeless Students
07617880000000	Pittsburg Unified	African American
07617960000000	West Contra Costa Unified	Students with Disabilities
09619290000000	Mother Lode Union Elementary	Students with Disabilities
10621660000000	Fresno Unified	Foster Youth, Students with Disabilities
10767780000000	Washington Unified	Homeless Students
12755150000000	Eureka City Schools	Homeless Students
15635450000000	Kernville Union Elementary	Students with Disabilities
15636770000000	Mojave Unified	Homeless Students
17640300000000	Lakeport Unified	American Indian, Students with Disabilities
19642460000000	Antelope Valley Union High	Students with Disabilities
19646340000000	Inglewood Unified	Students with Disabilities

CDS	LEA	Targeted Student Group(s)
19648570000000	Palmdale Elementary	African American, Students with Disabilities
19648810000000	Pasadena Unified	Foster Youth
19734520000000	Rowland Unified	Students with Disabilities
27661590000000	Salinas Union High	Students with Disabilities, Homeless Students, English Learner
29663570000000	Nevada Joint Union High	Students with Disabilities
33670580000000	Desert Sands Unified	Students with Disabilities
33671240000000	Moreno Valley Unified	Students with Disabilities
33672490000000	San Jacinto Unified	Students with Disabilities
34673140000000	Elk Grove Unified	Foster Youth, Students with Disabilities
34674390000000	Sacramento City Unified	Foster Youth, Homeless Students, Students with Disabilities
34674470000000	San Juan Unified	Foster Youth
34765050000000	Twin Rivers Unified	Students with Disabilities
36676110000000	Barstow Unified	Students with Disabilities
36677770000000	Morongo Unified	Students with Disabilities
36679340000000	Victor Valley Union High	Foster Youth
37679910000000	Cajon Valley Union	Students with Disabilities
37683040000000	Ramona City Unified	Students with Disabilities
38684780000000	San Francisco Unified	Foster Youth
39685690000000	Lincoln Unified	Students with Disabilities
39685850000000	Lodi Unified	Homeless Students, Students with Disabilities
39686760000000	Stockton Unified	Students with Disabilities
40754570000000	Paso Robles Joint Unified	Students with Disabilities
41689990000000	Ravenswood City Elementary	African American
41690700000000	South San Francisco Unified	Students with Disabilities
42767860000000	Santa Barbara Unified	Students with Disabilities
43694270000000	East Side Union High	Homeless Students
43695830000000	Morgan Hill Unified	Students with Disabilities
44697990000000	Pajaro Valley Unified	Students with Disabilities
45752670000000	Gateway Unified	Students with Disabilities
48705400000000	Fairfield-Suisun Unified	Homeless Students, Students with Disabilities

CDS	LEA	Targeted Student Group(s)
48705810000000	Vallejo City Unified	Homeless Students, Students with Disabilities
49709530000000	Sonoma Valley Unified	Students with Disabilities
50710760000000	Empire Union Elementary	Students with Disabilities
50712170000000	Patterson Joint Unified	Homeless
50755640000000	Oakdale Joint Unified	Students with Disabilities
54755310000000	Dinuba Unified	Students with Disabilities
57726940000000	Washington Unified	Students with Disabilities
58727360000000	Marysville Joint Unified	Homeless Students

Attachment 2: Schools Meeting the Criteria of California *Education Code* Section 52064(e)(6)

A total of 10 schools met the criteria of California *Education Code (EC)* Section 52064(e)(6). The list of schools and their district name is provided in Table 1.

Table 1: Schools Meeting Criteria Outlined in *EC* Section 52064(e)(6)

CDS	District	School
19647330102764	Los Angeles Unified	Richard A. Alonzo Community Day
19647330127795	Los Angeles Unified	Contreras Learning Center-School of Social Justice
19647331932128	Los Angeles Unified	Crenshaw Science, Technology, Engineering, Math and Medicine Magnet
19647331932383	Los Angeles Unified	Susan Miller Dorsey Senior High
19650601938083	Torrance Unified	Shery (Kurt T.) High (Continuation)
30665483038551	Huntington Beach Union High	Valley Vista High (Continuation)
36676783631587	Chino Valley Unified	Boys Republic High
36676783631769	Chino Valley Unified	Buena Vista Continuation High
37683386039630	San Diego Unified	Fulton K-8
37683386114292	San Diego Unified	Kimbrough Elementary

AGENDA ITEM

Agenda Title: Information Only: March 2022 - Review of CDE Calendar of Events
Meeting Date: February 3, 2022
Item: Information Only

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

March 2022

- **American Red Cross Month**

The CDE encourages you to recognize March as American Red Cross Month.

- **Arts Education Month in California/Youth Art Month**

The CDE encourages you to annually recognize March as Arts Education Month in California/Youth Art Month.

- **Music in Our Schools Month**

The CDE encourages you to annually recognize March as Music in Our Schools Month.

- **National Middle Level Education Month**

The CDE encourages you to annually recognize March as National Middle Level Education Month.

- **National Nutrition Month**

The CDE encourages you to annually recognize March as National Nutrition Month.

- **National Social Work Month**

The CDE encourages you to annually recognize March as National Social Work Month.

- **National Women's History Month**

The CDE encourages you to annually recognize March as National Women's History Month.

- **Newspaper in Education Week**

The CDE encourages you to recognize the first week in March as Newspaper in Education Week. Newspaper in Education Week is celebrated annually.

- **Read Across America Day (3/2/2022)**

The CDE encourages you to annually recognize March 2 as Read Across America Day.

- **National Anthem Day (3/3/2022)**

The CDE encourages you to annually recognize March 3 as National Anthem Day.

National School Breakfast Week

The CDE encourages you to recognize National School Breakfast Week: March 7–11, 2022. Every year, National School Breakfast Week (NSBW) is celebrated on the first full week in March.

Save Your Vision Week

To remind Americans about the importance of safeguarding their eyesight, the United States Congress, by joint resolution approved December 30, 1963, as amended (36 United States Code 138), has authorized and requested the President to proclaim the first week in March (March 7–13, 2022) of each year as "Save Your Vision Week."

- **Conservation, Bird, and Arbor Day (3/7/2022)**

California *Education Code* Section 37221: March 7, the anniversary of the birthday of Luther Burbank, known as Conservation, Bird, and Arbor Day on which day schools shall include exercises and instruction on the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

- **National Poison Prevention Week (3/20/2022–3/26/2022)**

36 United States Code 130: To encourage Americans to learn more about the dangers of accidental poisonings and to take appropriate preventative measures, the Congress, by joint resolution approved September 26, 1961, as amended (75 Stat. 681) has authorized and requested the President to issue a proclamation designating the third week of March each year as "National Poison Prevention Week."

- **International Day for the Elimination of Racial Discrimination (3/21/2022)**

The CDE encourages you to annually recognize March 21 as International Day for the Elimination of Racial Discrimination.

- **Welcome Home Vietnam Veterans Day (3/30/2022)**

California *Education Code*: March 30 of each year is designated and set apart as Welcome Home Vietnam Veterans Day, a day having special significance pursuant to Section 37222. On Welcome Home Vietnam Veterans Day, all public schools and educational institutions are encouraged to conduct exercises recognizing the contributions of all those involved in the Vietnam War and remembering the sacrifices they made for their country.

- **Cesar Chavez Day (3/31/2022)**

California *Education Code* Section 37220.5: (a) In addition to the holidays prescribed in Section 37220, public schools may be closed on March 31, known as "Cesar Chavez Day," or the appropriate Monday or Friday following or preceding that date, if the governing board, pursuant to a memorandum of understanding reached pursuant to Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the *Government Code*, agrees to close schools for that purpose. (b) On March 31 or on the day determined by the governing board, public schools and educational institutions throughout the state may include exercises, funded through existing resources, commemorating and directing attention to the history of the farm labor movement in the United States and particularly the role therein of Cesar Chavez. The State Board of Education shall adopt a model curriculum guide to be available for use by public schools for exercises related to Cesar Chavez Day. The CDE will be closed on Cesar Chavez 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.