

Eureka City Schools Board of Education
2100 J Street, Eureka, CA 95501 (Frances H. Taplin Board Room)

Regular Meeting

6:30 PM

January 12, 2023

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) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. L(13)
- (2) Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. L(13)
- (3) Public Employee Discipline, Dismissal, Release, Complaint, Accept the Resignation of a Public Employee (GC § 54957)
- (4) 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)
- (5) Conference with Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1)) Kristina Christiansen vs. Eureka City Schools, et al. – Humboldt County Superior Court (CV2200815)
- (6) Public Employee Performance Evaluation (Gov. Code §54957) Title: Superintendent

D. RECONVENING OF OPEN SESSION

E. OATH OF OFFICE

- (7) Oath of Office Taken by Trustee to Area 3 - Rebecca Pardoe

F. REPORT OUT FROM CLOSED SESSION

G. PLEDGE OF ALLEGIANCE TO THE FLAG

H. BOARD RECOGNITION

- (8) Recognition of Service for Past Board Trustee Mario Fernandez

I. 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.

(9) Approval of Agenda

J. INFORMATION

(10) Student Reports

(11) Superintendent's Reports

(12) Board Members' Reports

K. 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)).

L. CONSENT CALENDAR

(13) Approval of Personnel Action Report No. 8

Referred to the Board by:

Renae Will, Executive Director of Personnel Services and Public Affairs

(14) Approval of December 2022 Warrants

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(15) Approval of 2023 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

(16) Approval of Minutes from the Regular Meeting on December 15, 2022

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

(17) Approval of Change Order No. 1: EHS Science Building Project

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(18) Approval of Change Order No. 2: EHS Science Building Project

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(19) Approval of Change Order No. 3: EHS Science Building Project

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(20) Conditional Approval of the School Accountability Report Card (SARC)

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

- (21) Approval for Staff to Travel Out of State to Attend the AASA National Conference on Education - February 2023

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

- (22) Approval of Receipt of Grant Award Notification: After School Education and Safety Program

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (23) 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

- (24) Approval for Educational Services Staff to Travel Out of State and Attend the Future of Education Technology Conference 2023

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

- (25) Approval of the 2022-23 Memorandum of Understanding (MOU) Foster Youth Regional Liaison Between the Humboldt County Office of Education and Eureka City Schools

Referred to the Board by:

Lisa Claussen, Director of Student Services

- (26) Approval of WestEd Memorandum of Understanding (MOU) between Eureka City Schools and WestEd for Healthy Kids Survey

Referred to the Board by:

Lisa Claussen, Director of Student Services

- (27) Approval of Two New Classified Management Job Descriptions, Communications and Marketing Coordinator and Network Administrator, and Approval of Revised Classified Management Salary Schedule

Referred to the Board by:

Renae Will, Executive Director of Personnel Services and Public Affairs

M. DISCUSSION

- (28) Enrollment and Attendance Update

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (29) Update on Governor's Proposal for the 2023-2024 State Budget

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (30) Premises/Facilities Update After Earthquakes

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

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

Referred to the Board by:

Renae Will, Executive Director of Personnel Services and Public Affairs

- (32) Local Control Accountability Plan Update

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

- (33) Presentation, Eureka High School Math, 3-5 Year Plan

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

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

- (35) Information Only: February 2023 - Review of CDE Calendar of Events

- (36) Information Only: Meaningful Board Report (Future Annual Items)

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.

AGENDA ITEM

Agenda Title: Approval of Personnel Action Report No. 8

Meeting Date: January 12, 2023

Item: Consent

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

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

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

N/A

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 7: Human Resources

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, Executive Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- ▣ Personnel Report No. 8

**EUREKA CITY SCHOOLS
PERSONNEL REPORT NO. 8
January 12, 2023**

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

CERTIFICATED PERSONNEL

ASSIGNMENTS

Pitre, Anthony	Temporary Intervention Teacher, 0.8 FTE, (Alice Birney), eff. 12/1/22 – 6/15/23
----------------	---

CHANGE OF STATUS

Zystro, Lisa	From: Home and Hospital Teacher, Hourly, (Lincoln) To: Home and Hospital Teacher, Hourly, (Lincoln) and Temporary Teacher, 0.334 FTE, (Zoe Barnum), eff. 11/28/22 – 1/20/23
--------------	---

DAY-TO-DAY SUBSTITUTE TEACHERS

Cohen, Talavan	Day to Day Substitute Teacher, (District), eff. 12/9/22
Ithurnburn, Amy	Day to Day Substitute Teacher, (District), eff. 12/14/22
Maisler, Austin	Day to Day Substitute Teacher, (District), eff. 12/8/22

COACHES

Copeland, Lillian	Girls Tennis Head Coach, (EHS), eff. 2022 – 2023
-------------------	--

CLASSIFIED PERSONNEL

RESIGNATIONS

Alves, Cassidy	Instructional Asst. III (Washington), 6.5 hrs/day, eff. 12/17/22
Conners, Caitlin	English Language Tech. (EHS), 3 hrs/day, eff. 1/4/23
Kajla, Christina	After-School Prog Asst (Zane), 3 hrs/day, eff. 11/30/22
Legg, Heather	Instructional Asst. – Indian Education (Grant), 8 hrs/day, eff. 1/6/23
Long, Pamela	Admin Asst - Classified (DO), 8 hrs/day, eff. 12/20/22
Moua, Pang	Student Services Coordinator (Grant), 5 hrs/day, eff. 12/17/22
Peper, Wanda	Monitor (Lafayette), 3 hrs/day, eff. 12/31/22
Schaefer, Sean	Student Information Systems Spec II (DO), 8 hrs/day, eff. 12/3/22
Taylor, Lila	Lead After-School Prog Asst (Grant), 4 hrs/day, eff. 12/17/22
Taylor, Nancy	Administrative Asst - Classified (DO), 8 hrs/day, eff. 12/17/22
Vodden, Jared	After School Program Assistant (Washington), 4.1 hrs/day, eff. 1/14/23

ASSIGNMENTS

Kelly, Joshua	Custodian (EHS), 8 hrs/day, eff. 12/19/22
Renshaw, Courtney	After-School Program Assistant (AB), 3 hrs/day, eff. 11/28/22
Telloian, Sarah	Food Service Worker (DW), 8 hrs/day, eff. 12/12/22
Treacy, Natalie	Restorative Practices Support Specialist (Zane), 8 hrs/day, eff. 1/4/23

SPECIAL APPOINTMENTS

Carter, Claudia	Paraprofessional Sub, eff. 12/2/22
Christensen, Don	Food Service Sub, eff. 12/1/22
Christensen, Don	Monitor Sub, eff. 12/1/22
Christensen, Don	Paraprofessional Sub, eff. 12/1/22
Dyer, Tim	Classroom Aide (Grant), 5 hrs/day, eff. 12/2/22-6/15/23
Edwards, Joshua	Food Service Worker Sub, eff. 12/21/22
Garcia, Enrique	Custodial Sub, eff. 11/7/22
King, Laura	Food Service Worker Sub, eff. 12/7/22

CHANGE OF STATUS

Bonilla De Eden, Norisel	From: Classroom Aide (Wash), 4hrs/day and After-School Program Asst, 3hrs/day To: Classroom Aide (Wash), 6hrs/day and After-School Program Asst, 2hrs/day, eff. 11/2/2022
Burns, Geoffrey	From: Custodian (Zane), 8 hrs/day To: School Cust/Trainer/Rover (DW), 8 hrs/day, eff. 12/19/22
Collins, Laura	From: After-School Prog Asst (Winship), 3hrs/day Monitor (Winship), 1.5 hrs/day To: After-School Prog Asst (Winship), 3.2 hrs/day Monitor (Winship), 1.5 hrs/day, eff. 11/1/22
Haynes, Molly	From: After-School Prog Asst (Lafayette), 4.1 hrs/day To: After-School Prog Asst (Lafayette), 4.1 hrs/day Preschool Monitor (Winzler), 3.25 hrs/day, eff. 12/1/22
Hooper, Barbara	From: Student Info Systems Spec (DO), 8 hrs/day To: Admin Asst - Student Svcs (DO), 8 hrs/day, eff. 12/1/22
Montero, Ashley	From: Lead After-Sch Prog Asst (Wash), 4 hrs/day To: Lead After-Sch Prog Asst (Grant), 4 hrs/day, eff. 12/17/22
Peper, Wanda	From: Monitor (Lafayette), 3 hrs/day To: Medical Leave, 9/5/22-12/5/22 Medical Leave, 9/5/22-12/12/22

Perez Martinez, Luis	From: Custodian (Wash), 8 hrs/day To: Jr High Sch Lead Custodian (Zane), 8 hrs/day, eff. 12/5/22
Pimentel, Katie	From: Sr. Secretary Special Svcs (DO), 8 hrs/day To: Student Info Systems Spec (DO), 8 hrs/day, eff. 12/1/22
Souza, Sal	From: Student Svcs Coordinator (Washington), 5hrs/day To: Student Svcs Coordinator (Grant), 5hrs/day, eff. 12/17/2022
Vanpelt, Kristina	From: Elementary Library Tech (Grant), 4 hrs/day To: Medical Leave, eff. 11/28/22-1/6/23

AGENDA ITEM

Agenda Title: Approval of December 2022 Warrants

Meeting Date: January 12, 2023

Item: Consent

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

The Governing Board is asked to approve the attached list of warrants issued during the month of December 2022.

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

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

STRATEGIC PLAN/PRIORITY AREA:

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

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

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

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

For December 2022, the District issued 281 warrants totaling \$5,672,407.93.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

▢ December 2022 Warrants

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000187787	12/01/2022	ABBAY, SUSAN	01-5861	FINGERPRINTING		30.00
3000187788	12/01/2022	AMERICAN FIDELITY ADMIN. SERVICES	01-5800	Open PO for American Fidelity		769.25
3000187789	12/01/2022	ANIXTER INC	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		1,920.68
3000187790	12/01/2022	AT&T	01-5909	OPEN PO for 939 - Site phone bills		6,645.47
3000187791	12/01/2022	BANK OF MARIN	23-6250	Open PO for EHS Gym Project/Escrow		74,862.37
3000187792	12/01/2022	Boone, Paige E	01-4310	PBIS AWARDS		6.99
3000187793	12/01/2022	BYKER, JAY D/B/A REDWOOD MUSIC MART	01-5635	MUSIC SUPPLIES		146.22
3000187794	12/01/2022	CAMPTON ELECTRIC	01-4381	BLANKET PO FOR MATERIALS		234.36
3000187795	12/01/2022	CAPP	01-4310	*INVOICES* Please charge to CTE Account	1,637.66	
				Unpaid Tax	138.66-	1,499.00
3000187796	12/01/2022	Carpenter, Deborah L	01-4310	CLAY SUPPLIES		40.95
3000187797	12/01/2022	CDE	01-5800	TUPE GRANT REPAY		14,441.30
3000187798	12/01/2022	CDW-G	01-4400	ORDER: Conference room 112	257.88	
			01-4445	ECS Chromebooks 2022-2023	210,482.50	
				ORDER: ECS Chromebooks 2022-2023	33,000.00	
			01-5800	210 CALIFONE ca2-30 HEADPHONES	2,229.71	
			01-6400	ORDER: EHS Auditorium Equipment	1,000.73	246,970.82
3000187799	12/01/2022	COAST COUNTIES PETERBILT	01-4362	OPEN PO: Vehicle replacement parts		217.15
3000187800	12/01/2022	CORWIN - A SAGE COMPANY	01-4393	NO ACTION: Coaching Books for PD		5,622.46
3000187801	12/01/2022	ECOLAB PEST ELIMINATION DIVISN	13-5800	Pest control svcs school kitchens bimonthly		1,558.80
3000187802	12/01/2022	EGERER, ALEXANDRIA	01-5861	FINGERPRINTING		30.00
3000187803	12/01/2022	EUREKA ACE HARDWARE	01-4310	BLANKET PO AG	129.29	
			01-4381	BLANKET PO: MAINT. SUPPLIES	49.54	178.83
3000187804	12/01/2022	EUREKA OXYGEN	13-5800	Fire supression system check twice annually		326.48
3000187805	12/01/2022	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		367.82
3000187806	12/01/2022	Frey, Nancy E	12-4310	CLASS PROJ. SUPPL		142.59
3000187807	12/01/2022	GARCIA, ENRIQUE	01-5861	FINGERPRINTING		30.00
3000187808	12/01/2022	Gaxiola, Spencer N	01-5861	FINGERPRINTING		30.00
3000187809	12/01/2022	GOLD STAR FOODS	13-4710	BLANKET PO - Food purchases		1,469.46
3000187810	12/01/2022	GOSSELIN AND SONS	01-4377	BLANKET PO FOR MATERIALS AND SUPPLIES		30.00
3000187811	12/01/2022	HAEG, HAZEL	01-5861	FINGERPRINTING		30.00
3000187812	12/01/2022	HangSafe Hooks	01-4381	NO ACTION: backpack hooks for WA	391.90	
				Unpaid Tax	33.18-	358.72
3000187813	12/01/2022	HARPER MOTORS	01-5633	BLANKET PO Vehicle parts		76.62

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

ESCAPE ONLINE

Page 1 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000187814	12/01/2022	HEINEMANN	01-4310	NO ACTION: TK Phonics kits		1,442.10
3000187815	12/01/2022	HENSELL MATERIALS	01-4381	Blanket PO for parts and materials		34.41
3000187816	12/01/2022	HUMBOLDT FASTENERS	01-4400	ORDER: Chisel & Mortiser	2,512.72	
			01-6400	Table Saws for CTE	12,430.50	14,943.22
3000187817	12/01/2022	HUMBOLDT WASTE MANAGEMENT AUTH	01-5511	OPEN PO for Waste Disposal		9,444.82
3000187818	12/01/2022	HUNTER COMMUNICATIONS	01-5800	OPEN PO - FIBER PROJ - EHS STADIUM		3,517.45
3000187819	12/01/2022	Industrial Electric Arcata Inc	01-4310	EHS CTE WOODSHOP		195.00
3000187820	12/01/2022	JOHNASEN, FRED	01-5861	FINGERPRINTING		30.00
3000187821	12/01/2022	Johnston, Jennifer J	01-4310	CULINARY SUPPLIES	26.54	
				HOLIDAY LUNCHEON	338.87	365.41
3000187822	12/01/2022	Kieselhorst, Joshua D	01-4310	SDC WELLNESS SUPPLIES		73.28
3000187823	12/01/2022	Kuttler, Aileen M	73-4310	SCHOOL SUPPLIES		1,513.67
3000187824	12/01/2022	Legg, Heather A	01-5201	OCT-NOV MILEAGE		40.31
3000187825	12/01/2022	LOS BAGELS	01-4393	MTG REFRESHMENTS		289.96
3000187826	12/01/2022	Lotus Mountain	73-4310	WASHINGTON OTTER APPRAREL		1,415.00
3000187827	12/01/2022	MENDES SUPPLY	01-4374	Open PO Mendes Supply - Custodial Supplies		36.07
3000187828	12/01/2022	MISSION LINEN	12-5800	Open PO for Mission Linen biweekly rug service		27.74
3000187829	12/01/2022	MOON, TASHONA	01-5861	FINGERPRINTING		30.00
3000187830	12/01/2022	Morgan, Cyndi L	01-5861	FINGERPRINTING		30.00
3000187831	12/01/2022	NAPA AUTO PARTS OF EUREKA	01-4310	EHS CTE DUST COLLECTOR PART	178.55	
			01-4377	BLANKET 2 LINES MAINT/GRNDS MATERIALS/SUPPLIES	163.71	
			01-4381	BLANKET 2 LINES MAINT/GRNDS MATERIALS/SUPPLIES	85.71	427.97
3000187832	12/01/2022	NILSEN FEED	01-4377	BLANKET PO - GROUNDS		204.24
3000187833	12/01/2022	PETTY CASH	01-4374	WINSH CUSTODIAL PETTY CASH		12.48
3000187834	12/01/2022	PETTY CASH	01-4310	WINSH PETTY CASH RE		9.47
3000187835	12/01/2022	PETTY CASH	01-4310	WINSH OFFI SUPP		1.59
3000187836	12/01/2022	PETTY CASH	01-4374	GAS FOR CUSTODIAL		20.00
3000187837	12/01/2022	PETTY CASH	01-4310	OFF SUPPL		1.61
3000187838	12/01/2022	PETTY CASH	01-4310	OFF SUPPL		5.29
3000187839	12/01/2022	PIERSON BLDG CENTER	01-4377	Blanket PO for supplies and materials	173.57	
			01-4381	Blanket PO for supplies and materials	149.04	322.61
3000187840	12/01/2022	PLATT ELEC SUPPLY INC	01-4381	BLANKET PO FOR MAINTENEANCE SUPPLIES	946.34	

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

[ESCAPE](#)
[ONLINE](#)

Page 2 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000187840	12/01/2022	PLATT ELEC SUPPLY INC	01-4400	ORDER: Tech Cameras	2,596.02	
			01-5881	NOV S/C	75.45	3,617.81
3000187841	12/01/2022	POWERSCHOOL GROUP LLC	01-5207	NO ACTION		600.00
3000187842	12/01/2022	PPG ARCHITECTURAL FINISHES, IN	01-4381	BLANKET PO for Maintenance		79.93
3000187843	12/01/2022	PRESENCE LEARNING INC	01-5800	OPEN PO for Speech Services		42,125.47
3000187844	12/01/2022	PRO PACIFIC FRESH	13-4710	BLANKET PO: Food purchases		4,942.45
3000187845	12/01/2022	Ralston, Kevin R	13-4396	BLENDER FOR CAFETERIA		136.51
3000187846	12/01/2022	ROWLAND, SEAN	01-5861	FINGERPRINTING		30.00
3000187847	12/01/2022	S & L FOOD SALES CO.	13-4396	Open PO: Food & Supplies	1,061.57	
			13-4710	Open PO: Food & Supplies	1,542.37	2,603.94
3000187848	12/01/2022	SCHMIDBAUER LUMBER CO	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		2,826.27
3000187849	12/01/2022	SCHOOL SAVERS	01-4310	ORDER: Calculators for Library		2,694.82
3000187850	12/01/2022	SCHOOL SPECIALTY LLC	01-4310	ORDER: Wellness Center Furniture 1 of 2		1,954.15
3000187851	12/01/2022	SDI INNOVATIONS	01-4393	SCHOOL PLANNERS		267.89
3000187852	12/01/2022	SHAFER'S HARDWARE	01-4377	BLANKET PO: MAINT. SUPPLIES	58.05	
			01-4381	BLANKET PO: MAINT. SUPPLIES	43.67	101.72
3000187853	12/01/2022	SHRED AWARE LLC	01-5800	INVOICE: Contracted Services	1,864.80	
				Open PO	152.44	2,017.24
3000187854	12/01/2022	SLAKEY BROTHERS	01-4381	BLANKET PO FOR MAINT SUPPL		768.61
3000187855	12/01/2022	Sonsray Machinery	01-4381	BACKHOE REPAIR		3,597.90
3000187856	12/01/2022	SUN VALLEY FLORAL GROUP	01-4310	BLANKET PO AG		789.81
3000187857	12/01/2022	SUNBELT RENTALS, INC	01-4381	SUNBELT	41.30	
			01-5623	SKIDSTEER/MINI EXCAVATOR RENTAL CY RAMP	7,217.80	7,259.10
3000187858	12/01/2022	SYSCO	13-4396	OPEN PO: Food & Supplies	1,263.50	
				THERMOMETER	461.25	
			13-4710	OPEN PO: Food & Supplies	10,595.16	12,319.91
3000187859	12/01/2022	THOMPSON BUILDERS	23-6250	Open PO for EHS Gym Project		1,422,384.92
3000187860	12/01/2022	THRIFTY SUPPLY CO	01-4381	BLNKET PO FOR MAINT. SUPPLIES		287.87
3000187861	12/01/2022	VALLEY PACIFIC	01-4364	GROUNDS -	18.27	
			01-5800	OPEN PO: Gas cards for MFRC projects	2,500.00	2,518.27
3000187862	12/01/2022	Vodden, Jacqueline M	01-5861	FINGERPRINTING		30.00
3000188387	12/05/2022	ROSS DRESS FOR LESS	01-5800	See Notes: Holiday Gift Cards		2,000.00
3000188388	12/05/2022	U.S. BANK CORPORATE PMT	01-4110	BOOK FOR AB	327.75	
				BOOKS FOR AB	119.36	
				CURRICULUM	6,229.87	
			01-4210	BOOKS	18.56	

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

ESCAPE ONLINE

Page 3 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000188388	12/05/2022	U.S. BANK CORPORATE PMT		BOOKS & TAPE	61.81	
				BRIDGE THE GAP LESSON BKS	325.65	
				PHONICS BOOKS	131.00	
			01-4310	2 SHELF BOOK CASE	145.29	
				AMAZON CREDIT	181.02-	
				ATTENDANCE PAWS	25.35	
				BACKPACKS	54.58	
				BATTERIES	20.75	
				BIKE HANDLE GRIPS	6.53	
				BOOKS, PRINCIPALS	226.79	
				BUS PASSES	283.00	
				CALCULATOR	49.06	
				CHAIRS FOR THERAPY ROOMS	253.42	
				CIS SUPPLIES	89.31	
				CLASS SUPPLIES	369.23	
				CLASS/OFFICE SUPPL	43.64	
				CLASS/OFFICE SUPPLIES	72.73	
				CLIPBOARDS	87.16	
				CLOTHING ITEMS FOR STUDENTS	412.98	
				CURRICULUM	4,153.25	
				DESK FILE ORGANIZER	97.89	
				DRY ERASE PENS	129.27	
				EYE EXAM - LAF STUDENT	118.00	
				EYE GLASSES	149.98	
				FIRST AIDE KITS	38.73	
				FURNITURE STOPPERS	163.65	
				H&H SUPPLIES	15.28	
				HALLWAY PASSES	58.93	
				HEALTH OFFICE SUPPL	42.77	
				ICE MAKERS	211.16	
				KEYBOARD	43.69	
				LAMINATING FILM	163.02	
				LAUNDRY SOAP	14.19	
				LIBRARY PASS STAMP	34.79	
				LUNCH ON THE LAWN PIZZA	34.92	
				NEW TEACHER ACADEMY SUPPL	17.21	
				NUMBER TALKS - CODY	238.41	

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

ESCAPE ONLINE

Page 4 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000188388	12/05/2022	U.S. BANK CORPORATE PMT		OFFICE SUPPLIES	203.26	
				PANTRY FOOD ITEMS	256.05	
				PENCIL SHARPENERS	91.75	
				PENS FOR STUDENT	17.54	
				PRACTICE VESTS	109.21	
				PROF. DEV. BOOK	27.00	
				PROJECT WISDOM SUBSCR	348.49	
				SAFETY - COVERS FOR SENSORY SWING	7.71	
				SAFETY - FLOOR MATS	121.23	
				SAND TIMER	20.72	
				SENSORY TOYS / TIMERS	129.67	
				SINGLE TIER LOCKER	164.86	
				SPED FILE SUPPL	21.82	
				SPED FILES	27.30	
				SS WHISTLES	21.82	
				STUDENT AWARDS	69.50	
				STUDENT AWARDS / POSTER LETERS	25.63	
				STUDENT OF MONTH AWARD	52.37	
				STUDENT OF THE MONTH AWARD	26.00	
				STUDENT SUPPL	81.51	
				STUDENT SUPPLIES	1,015.48	
				SUPPLIES	314.41	
				TEACHER MANUAL	174.80	
				VENRIS - BOOK	98.33	
				VIOLIN CASE FOR STU	67.72	
				WHITE BOARD PAPER	16.39	
				WHITEBOARD PAPER	25.32	
				WHITEBOARD ROOM DIVIDER	409.68	
				WIRELESS PRESENTER	13.78	
				WORK SHOES UNACC. MINOR	73.51	
				WREATH MAKING SUPPL	66.43	
			01-4351	OFFICE SUPPL	20.42	
				OFFICE SUPPLIES	263.38	
			01-4381	HUBBELL WIRING HARNESS	108.33	
				PAINT SHOP SPRAYER	415.15	
				SINK PARTS FOR AUTO SHOP	31.08	
			01-4393	ASSMT CONF. TRVL UBER	43.97	

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

ESCAPE ONLINE

Page 5 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000188388	12/05/2022	U.S. BANK CORPORATE PMT		EDWEEK SUBSCR	35.00	
				MEETING REFRESHMENTS	100.43	
				MTG REFRESH	363.17	
				MTG REFRESHMENTS	54.90	
				PD BOOKS	41.95	
				PD REFRESHMENTS	38.90	
				PD SUPPLIES	10.25	
			01-5203	MTG MEALS	88.22	
			01-5207	ACSA REGIST REFUND	599.00-	
				FOOD SVC MGR TRAINING	555.00	
				REG. F3 LAW SPED SYMPOSIUM	405.00	
				RESTORATIVE PRAC WORKSHOP	398.00	
			01-5210	ACSA TRAVEL	544.70	
				BREAK THROUGH COACH WORKSHOP	825.00	
				CA ASSMT CON UBER	51.94	
				CA ASSMT CONF LODGING	420.27	
				CA ASSMT CONF MEALS	66.87	
				CA ASSMT CONF UBER	10.99	
				CA ASSMT CONF. LODGING	372.44	
				CASBO FALL CONF.	228.80	
				CONFERENCE LODGING	1,207.53	
				CONFERENCE TRVL	943.59	
				REFUND CANCELLED FLIGHT	914.20-	
			01-5618	EHS FB CAR RENTAL	72.41	
			01-5715	FIELD TRIP - ORGANIC MATTERS	470.00	
			01-5800	CPR TRAINING	660.00	
			01-5831	ADVERTISING TOTAL	952.65	
				BROCHURES/BANNER	1,529.33	
			01-5864	FMSCA CLEARINGHOUSE	125.00	
			01-5950	POSTAGE	27.70	
			11-4310	ADULT ED NURSING UNIFORMS	4,911.57	
				ADULT ED SUPPL	95.88	
				NURSING CURRICULUM	4,358.35	
			12-4310	COMMUNICATION TOOLS	4.99	
				NEW GATE SAFETY SIGN	10.37	
				SAFETY GATE	351.33	
				TEETHING TOYS	20.74	

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

ESCAPE ONLINE

Page 6 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000188388	12/05/2022	U.S. BANK CORPORATE PMT		WCC DRYING RACK	346.66	
			12-4351	OFFICE SUPPLIES	411.60	
				STAPLES OFF. SUPPL	91.51	
				STAPLES RETURNED TAPE	24.25-	
			13-4396	FREEZER PART	95.34	
			13-4710	FOOD FOR CAFETERIA	361.06	
			73-4310	BOOKS	113.94	
				LIBRARY SUPPLIES	98.54	
				PE EQUIP	159.46	
			73-8699	NAME TAGS FOR FIELD TRIPS	20.70	
				Unpaid Tax	1,347.39-	39,046.80
3000188389	12/05/2022	U.S. BANK EQUIPMENT	01-5623	No WINSHIP COPIER LEASE 500-0531060		347.89
3000188765	12/08/2022	ADAMS COMMERCIAL GENERAL	23-6250	OPEN P.O.		732,144.10
3000188766	12/08/2022	Allen, Katherine D	01-5201	MILEAGE		23.00
3000188767	12/08/2022	AMERICAN STAR	01-5851	Open PO for Security Services		1,474.00
3000188768	12/08/2022	AT&T	01-5922	OPEN PO - 831 - DISTRICT WAN		3,695.20
3000188769	12/08/2022	BRINK'S INCORPORATED *	01-5800	Open PO - Courier Service		196.25
3000188770	12/08/2022	BRUNELLE, ZINDAR/DBA BRUNELLE & CLARK CONS	01-4381	Consulting Brunelle & Clark		2,786.50
3000188771	12/08/2022	CALIFORNIA HEATING	01-4381	Gutter repairs		18,976.00
3000188772	12/08/2022	CAMPTON ELECTRIC	01-4381	BLANKET PO FOR MATERIALS		53.54
3000188773	12/08/2022	CAPITAL LIVE SCAN	01-5861	A/P Open PO - Fingerprinting/Background check		180.00
3000188774	12/08/2022	CDE	13-4710	Open PO for food - USDA Commodities		1,378.65
3000188775	12/08/2022	CDW-G	01-4341	ORDER: Lightspeed Systems Renewal 2022-2023	31,521.00	
			01-4400	ORDER: Multipurpose Room Audio	7,726.18	
				ORDER: Tech Servers	75,360.21	
			01-5800	headsets	1,372.18	
			01-6400	ORDER: EHS Auditorium Equipment	6,503.97	122,483.54
3000188776	12/08/2022	CENGAGE LEARNING ACCOUNTS RECEIVABLE	01-4310	ORDER/See notes: Janine Adams		744.68
3000188777	12/08/2022	CITY OF EUREKA	01-5530	D.O. WATER	2,204.52	
				WATER - ALICE BIRNEY	1,114.62	
				WATER - EHS	5,266.43	
				WATER - TECH CENTER	467.51	
				WATER - ZANE	2,279.82	
				WATER - ZOE	799.76	

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

ESCAPE ONLINE

Page 7 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000188777	12/08/2022	CITY OF EUREKA	01-5800	Open PO for POLICE SERVICES	3,570.00	
			12-5530	WATER - WINZLER CC	171.66	15,874.32
3000188778	12/08/2022	CLENDENEN'S	13-4710	OPEN PO for local apple supplier		1,200.00
3000188779	12/08/2022	Clower, Dana S	01-4310	MATH SUPP 11-21-22		215.96
3000188780	12/08/2022	COASTAL BUSINESS SYS INC	01-5623	OPEN PO - Folding machine lease		284.19
3000188781	12/08/2022	Cox, Ashlynn R	73-4310	PHYSICS SUPPL 11-21-22		89.73
3000188782	12/08/2022	CRYSTAL CREAMERY	13-4710	BLANKET PO: Dairy purchases		9,148.13
3000188783	12/08/2022	Doyle, Brian	01-5201	MILEAGE		25.50
3000188784	12/08/2022	Dutra, Laurie J	13-5201	MILEAGE		86.25
3000188785	12/08/2022	ENVOY PLAN SERVICES TSA CONSULTING	01-3901	Standing PO - Van Vleck Retirement Contribution		150.00
3000188786	12/08/2022	EUREKA NAPA AUTO	01-4362	BPO: Transportation/Motor Pool parts for vehicles		1,674.25
3000188787	12/08/2022	EUREKA RUBBER STAMP CO	01-4310	STAMP - STU SVCS		36.63
3000188788	12/08/2022	Evans, Ronda L	01-5201	MILEAGE		52.63
3000188789	12/08/2022	FASTENAL COMPANY	01-4377	BLANKET PO FOR MATERIALS AND SUPPLIES	6.41	
			01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES	43.27	49.68
3000188790	12/08/2022	FLINN SCIENTIFIC INC.	01-4310	ORDER: Flinn Scientific Chemicals		154.08
3000188791	12/08/2022	Forbes, Garrett J	01-4310	CLASS SUPPL 1	346.78	
				CLASS SUPPL 2	346.79	
			01-5210	2022 CATA ROADSHOW CONF	296.00	989.57
3000188792	12/08/2022	Forbes, Kara T	01-5210	2022 CATA ROADSHOW CONF		126.00
3000188793	12/08/2022	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		405.62
3000188794	12/08/2022	GOLD STAR FOODS	13-4710	BLANKET PO - Food purchases		4,110.43
3000188795	12/08/2022	GOSSELIN AND SONS	01-4366	BLANKET PO FOR MATERIALS AND SUPPLIES		473.99
3000188796	12/08/2022	HERITAGE SCHOOLS, INC	01-5852	OPEN PO for invoicing		16,591.00
3000188797	12/08/2022	HSU SPONSORED PROGRAMS FOUND	01-5800	A/P OPEN PO MSW HSU PROGRAM		794.85
3000188798	12/08/2022	HUMBOLDT COMM SERVICES DIST	01-5530	WATER - GRANT/LAF/WINSHIP		1,883.29
3000188799	12/08/2022	HUMBOLDT FASTENERS	01-4400	ORDER Jointer for CTE		4,916.24
3000188800	12/08/2022	Kamberg, Debra M	01-5201	INTERNSHIPS - MILEAGE		32.50
3000188801	12/08/2022	KEENAN SUPPLY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		54.59
3000188802	12/08/2022	Khounsinvong, Chellyn N	13-5201	MILEAGE		25.38
3000188803	12/08/2022	Lenderman, Kristin M	13-5201	MILEAGE		23.06
3000188804	12/08/2022	Lockard, Keri	01-5800	MFRC MILEAGE		91.32

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

[ESCAPE](#)
[ONLINE](#)

Page 8 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000188805	12/08/2022	LOZANO SMITH LLP	01-5207	R. WILL TITLE IX TRAIN	595.00	
			01-5823	INVOICE: Legal Fees	9,890.57	
			01-5824	INVOICE: Legal Fees	1,200.00	11,685.57
3000188806	12/08/2022	McCarthy, Leonard R	13-5201	MILEAGE		25.18
3000188807	12/08/2022	McHugh, Daniel C	13-5201	MILEAGE		28.19
3000188808	12/08/2022	MENDES SUPPLY	01-4374	18 GAL VAC	3,472.20	
			01-9320	VFS Restock	8,210.49	
			13-4396	OPEN PO for - Supplies	149.94	11,832.63
3000188809	12/08/2022	MIDAMERICA BOOKS	73-4310	LIBRARY BOOKS		318.43
3000188810	12/08/2022	MILLER FARMS NURSERY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		1,258.30
3000188811	12/08/2022	Miller, Heather J	01-5201	MILEAGE		73.75
3000188812	12/08/2022	Mitchell, Sean R	01-4310	SHOP CLASS SUPPL		66.42
3000188813	12/08/2022	Needham, Caroline R	01-4310	CLASSROOM SUPPL		406.13
3000188814	12/08/2022	Nelson, Theresa L	01-4310	ST. CLASS PHOTO MAILING	168.00	
			01-5618	EHS ATH - HERTZ RENTALS	266.48	434.48
3000188815	12/08/2022	OPTIMUM BUSINESS	01-5922	Open PO for Internet		253.56
3000188816	12/08/2022	PACIFIC GAS AND ELECTRIC	01-5520	OPEN PO - ELECTRICITY COSTS - ALL SITES	40,683.51	
			12-5520	OPEN PO - ELECTRICITY COSTS - ALL SITES	475.30	41,158.81
3000188817	12/08/2022	PARADIGM HEALTH CARE SERVICES	01-5800	AP - OPEN PO FOR LEA BILLING		252.54
3000188818	12/08/2022	POLETSKI APPLIANCE CENTER	01-4400	INVOICE		2,316.08
3000188819	12/08/2022	Polizzi, Savannah M	01-4310	FIRST BOOK X 18		111.88
3000188820	12/08/2022	PRO PACIFIC FRESH	13-4710	BLANKET PO: Food purchases		420.61
3000188821	12/08/2022	Ralston, Kevin R	13-5201	MILEAGE		27.50
3000188822	12/08/2022	RAY MORGAN CO.	01-4310	COPIER SUPPLIES	35.00	
			11-5637	A/P BPO ADULT SCHOOL COPIER MAINT AGR	192.40	227.40
3000188823	12/08/2022	S & L FOOD SALES CO.	13-4396	Open PO: Food & Supplies	4,497.58	
			13-4710	Open PO: Food & Supplies	3,409.29	7,906.87
3000188824	12/08/2022	Sarvinski, Alissa	01-5210	CATA ROADSHOW CONF		126.00
3000188825	12/08/2022	SCHOOL SPECIALTY LLC	01-4310	class chairs		1,867.74
3000188826	12/08/2022	SECURITY LOCK AND ALARM	01-4381	Blanket PO		251.28
3000188827	12/08/2022	SISC III	01-9537	DEC 2022 MEDICAL		627,130.00
3000188828	12/08/2022	Sorden, Jeana S	13-5201	MILEAGE		6.00
3000188829	12/08/2022	SYSCO	13-4396	OPEN PO: Food & Supplies	4,487.14	
			13-4710	OPEN PO: Food & Supplies	8,480.34	12,967.48

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

ESCAPE

ONLINE

Page 9 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000188830	12/08/2022	T-MOBILE	01-5921	Open PO - STUDENT HOTSPOTS		16,920.00
3000188831	12/08/2022	Temme, Christopher J	13-5201	MILEAGE		19.50
3000188832	12/08/2022	The Stepping Stones Group LLC	01-5800	OPEN PO for Speech services		10,507.50
3000188833	12/08/2022	THRIFTY SUPPLY CO	01-4381	BLNKET PO FOR MAINT. SUPPLIES		1,016.51
3000188834	12/08/2022	Torres, Ben Joaquin	13-5201	MILEAGE		16.13
3000188835	12/08/2022	Twiss, Rebecca M	11-5201	MILEAGE		13.13
3000188836	12/08/2022	U.S. BANK CORPORATE PMT	01-4310	ACCESS POINTS MONITOR MT	391.40	
				ASES WINSHIP SUPPL	828.96	
				CALCULUS BOOK	173.41	
				CAR CARE KIT FOR TECH VANS	112.06	
				CURRICULUM POSTER	334.02	
				INDIAN ED ELE SUPPL	169.19	
				INDIAN ED MS SUPPL	805.62	
				LAPTOP/TABLE COVER	56.01	
				SAFETY/SECURITY SUPPL	243.38	
				SAFETY/SECURITY SUPPLIES	334.17	
				STATIONERY	15.73	
				STELLAR STUDENT AWARD	20.98	
				TECH VANS CAR SUPPLIES	105.54	
			01-4341	ADOBE CREATIVE CLOUD LICENSE	359.88	
				MICROSOFT CLOUD BACKUPS	533.81	
				SSL SECURITY CERTIFICATE	268.00	
				ZOOM LICENSES	59.96	
			01-4393	DELAC MEETING FOOD	139.47	
				EXEC-INDIAN ED MTG REFRESHMENTS	282.63	
				PD BOOKS	592.69	
				REFRESHMENTS SUPPLY FOR VARIOUS MTGS	338.10	
				SITE SAFETY VISIT REFRESHMENTS	126.27	
			01-4400	BOARD RM AUDIO EQUIP	1,416.58	
			01-5618	CHARTER BUS MILLION SERVICES	520.00	
				FOOTBALL HERTZ RENTAL	532.92	
			12-4310	CLASS BOOKS	47.50	
				LEARNING MATERIALS	225.75	
			12-5207	BREAKTHROUGH COACH REGIST	825.00	
			73-4310	ASES - LAF SUPPLIES	63.31	
				ASES GRANT SUPPL	88.56	
				ASES GRANT SUPPLIES	28.53	

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

ESCAPE ONLINE

Page 10 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000188836	12/08/2022	U.S. BANK CORPORATE PMT		ASES LAF SUPPL	1,347.62	
				ASES LAF SUPPLIES	37.64	
				ASES ZANE SUPPL	1,451.17	12,875.86
3000188837	12/08/2022	U.S. BANK EQUIPMENT	01-5623	BRIDGES - COPIER LEASE 500-0589727	134.24	
				CORP YARD COPIER LEASE 500-0582294	117.35	
			11-5637	CNA COPIER LEASE 500-0589729	116.75	
			12-5623	OPEN PO - WCC COPIER LEASE 500-0559297	494.69	863.03
3000188838	12/08/2022	Van Vleck, Frederick J	01-5210	AASA NAT'L CONF. TRVL	228.00	
				ACSA CONF TRVL	143.00	
			01-5800	COMM OUTREACH FFA BOOSTERS	700.00	1,071.00
3000188839	12/08/2022	VERIZON WIRELESS	01-5921	Open PO: ALL VERIZON LINES	88.64	
			01-5922	Open PO: ALL VERIZON LINES	1,496.03	1,584.67
3000188840	12/08/2022	Zystro, Lisa M	01-5201	MILEAGE		39.63
3000189468	12/15/2022	ADVANCED SECURITY SYSTEMS	01-4381	BLANKET PO FOR EQUIP AND REPAIRS	124.94	
			01-5635	BLANKET PO FOR EQUIP AND REPAIRS	7.68	
			01-5800	BLANKET PO FOR EQUIP AND REPAIRS	7.66	140.28
3000189469	12/15/2022	ALISON TRUJILLO TRANSLATIONS	01-5800	TRANSL LITERACY BROCHURE		82.50
3000189470	12/15/2022	ALMQUIST LUMBER CO	01-4351	ALMQUEST CR	1.73-	
			01-4381	Blanket PO for Parts and Supplies	113.49	111.76
3000189471	12/15/2022	ANIXTER INC	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		176.28
3000189472	12/15/2022	ARROW RESTAURANT EQUIP	13-6400	KETTLE MIXER		102,845.77
3000189473	12/15/2022	BANK OF MARIN	23-6250	Open PO for EHS Gym Project/Escrow		61,518.75
3000189474	12/15/2022	Behrens, Edith L	01-5201	MILEAGE		14.00
3000189475	12/15/2022	BIG PICTURE CO INC	01-4310	INVOICE: IMBLAZE CONTRACT		500.00
3000189476	12/15/2022	Boyd, Sarah J	01-5201	MILEAGE		31.69
3000189477	12/15/2022	BRINK'S INCORPORATED *	01-5800	Open PO - Courier Service		174.54
3000189478	12/15/2022	BROWN, MORGAN	01-5800	INTERPRETING		585.00
3000189479	12/15/2022	CALIFORNIA ASSOCIATION - FFA	01-5210	INVOICE: California Association, FFA Inv# 109301		3,610.00
3000189480	12/15/2022	Caroline Needham	01-4310	REIMBURSE: English Dept Supplies		406.13
3000189481	12/15/2022	CDW-G	01-4400	CUBE CART PRE WIRED	29,159.26	
				CUBE MICRO STATION	25,607.11	54,766.37
3000189482	12/15/2022	CITY OF EUREKA	01-5530	D.O. WATER	714.99	
				WATER - EHS	440.31	1,155.30
3000189483	12/15/2022	CLENDENEN'S	13-4710	OPEN PO for local apple supplier		1,200.00
3000189484	12/15/2022	Cox, Christopher M	01-5201	MILEAGE		182.45

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

ESCAPE ONLINE

Page 11 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000189485	12/15/2022	Cringle, Nancy L	01-5210	EHS FB PER DIEM		156.00
3000189486	12/15/2022	CRYSTAL CREAMERY	13-4710	BLANKET PO: Dairy purchases	9,259.12	
				Unpaid Tax	508.75-	8,750.37
3000189487	12/15/2022	Deandreis, Mary	01-5201	MILEAGE		155.25
3000189488	12/15/2022	ERIC WENNERHOLM DC,MS DBA ACCURATE DRUG TESTING SERVICES	01-5864	DOT PHYSICAL EXAM		100.00
3000189489	12/15/2022	EUREKA ACE HARDWARE	01-4310	BLANKET PO AG	9.22	
			01-4362	OPEN PO: Transp: Parts and supplies	93.40	
			01-4381	BLANKET PO: MAINT. SUPPLIES	8.60	111.22
3000189490	12/15/2022	EUREKA NAPA AUTO	01-4362	BPO: Transportation/Motor Pool parts for vehicles		1,013.04
3000189491	12/15/2022	EUREKA OXYGEN	01-4310	Blanket PO for Eureka Oxygen	1,166.06	
			01-5623	Open PO for tank rentals	187.00	1,353.06
3000189492	12/15/2022	FASTENAL COMPANY	01-4377	BLANKET PO FOR MATERIALS AND SUPPLIES	83.82	
			01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES	228.17	311.99
3000189493	12/15/2022	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		208.25
3000189494	12/15/2022	Gast, Jamie K	01-5201	MILEAGE		31.25
3000189495	12/15/2022	Grant, Janis	01-5201	MILEAGE		34.13
3000189496	12/15/2022	HILFIKER COMPANY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		23.60
3000189497	12/15/2022	Hill, Sherry E	01-5210	EHS FB PER DIEM		52.00
3000189498	12/15/2022	HUMBOLDT COMM SERVICES DIST	01-5530	WATER - GRANT/LAF/WINSHIP		2,663.20
3000189499	12/15/2022	HUMBOLDT WASTE MANAGEMENT AUTH	01-5511	OPEN PO for Waste Disposal		6,563.20
3000189500	12/15/2022	J.W. PEPPER & SON INC.	01-4310	BLANKET PO: EHS LOTTERY FOR SUPPLIES		9.00
3000189501	12/15/2022	JACK SCHREDER & ASSOC	01-5800	INVOICE: Facility Program		971.25
3000189502	12/15/2022	JAMES MARTA & COMPANY LLP	01-5800	Audit Fees		7,000.00
3000189503	12/15/2022	LANGUAGE LINE SERVICES INC	01-5800	A/P Open PO for Interpreting Services		341.66
3000189504	12/15/2022	Lotus Mountain	73-4310	WASHINGTON APPAREL		400.00
3000189505	12/15/2022	Matson, Carrie E	01-4310	CLASS SUPPLIES		118.09
3000189506	12/15/2022	McGibbon, Melinda R	01-4310	INDEP'T STUDY SUPPL		22.91
3000189507	12/15/2022	MENDES SUPPLY	01-9320	VFS Restock		3,941.29
3000189508	12/15/2022	MISSION LINEN	12-5800	Open PO for Mission Linen biweekly rug service		27.74
3000189509	12/15/2022	Moak, Ashlee A	01-5201	MILEAGE		27.44

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

ESCAPE ONLINE

Page 12 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000189510	12/15/2022	NAPA AUTO PARTS OF EUREKA	01-4381	BLANKET 2 LINES MAINT/GRNDS MATERIALS/SUPPLIES		34.92
3000189511	12/15/2022	NCCMEA	01-5207	MUSIC FESTIVAL ENTRY FEE		250.00
3000189512	12/15/2022	NORTHCOAST PARTNERS INC D/B/A CRYSTAL SPRINGS BOTTLED WATER	01-5800	A/P OPEN PO EHS WATER SERVICE	50.00	
				A/P OPEN PO FOR ZANE WATER SERVICE	41.00	
				AP Water DO/Tech/Elem/Winzler	347.50	438.50
3000189513	12/15/2022	Pelren, Harmony	01-5201	MILEAGE		32.82
3000189514	12/15/2022	PIERSON BLDG CENTER	01-4374	A/P Open PO Winship Custodial	119.57	
			01-4381	Blanket PO for supplies and materials	310.69	430.26
3000189515	12/15/2022	POWELL LANDSCAPE MATERIALS	01-4377	BLANKET PO FOR MATERIALS AND SUPPLIES		270.40
3000189516	12/15/2022	POWERSCHOOL GROUP LLC	01-5207	MASTER BUILDING WKSHOP		600.00
3000189517	12/15/2022	PPG ARCHITECTURAL FINISHES, IN	01-4381	BLANKET PO for Maintenance		350.98
3000189518	12/15/2022	PRO PACIFIC FRESH	13-4710	BLANKET PO: Food purchases		5,222.29
3000189519	12/15/2022	Ralston, Kevin R	01-5207	CAFETERIA ROLLING CARTS		918.23
3000189520	12/15/2022	RECOLOGY EEL RIVER FORTUNA TRANSFER	01-5800	A/P Open PO for E-Waste		58.80
3000189521	12/15/2022	RECOLOGY HUMBOLDT COUNTY	01-4310	OPEN PO: Recology Fee June 22-June 23		2,166.67
3000189522	12/15/2022	REMI VISTA INC	01-5852	SPED STU SVCS		5,720.00
3000189523	12/15/2022	REVOLUTION BICYCLES LLC	01-4310	CAMPUS SUPER - BIKE REPAIRS		253.58
3000189524	12/15/2022	S & L FOOD SALES CO.	13-4396	Open PO: Food & Supplies	1,000.28	
			13-4710	Open PO: Food & Supplies	3,181.87	4,182.15
3000189525	12/15/2022	SCHOOLWORKS, INC.	01-5800	SCHOOL EXPLORER SUBSCR		1,200.00
3000189526	12/15/2022	SEQUOIA FLORAL INTERNATIONAL	01-4310	BLANKET PO AG		1,006.20
3000189527	12/15/2022	SHAFER'S HARDWARE	01-4310	BLANKET PO AG		15.06
3000189528	12/15/2022	SHRED AWARE LLC	01-5800	Open PO		152.44
3000189529	12/15/2022	SLAKEY BROTHERS	01-4381	BLANKET PO FOR MAINT SUPPL		11.60
3000189530	12/15/2022	Stewart, Julie M	01-4310	PBIS AWARDS		35.16
3000189531	12/15/2022	SYSCO	13-4396	OPEN PO: Food & Supplies	709.60	
			13-4710	OPEN PO: Food & Supplies	10,598.56	11,308.16
3000189532	12/15/2022	The Stepping Stones Group LLC	01-5800	OPEN PO for Speech services		7,012.50
3000189533	12/15/2022	THOMPSON BUILDERS	23-6250	Open PO for EHS Gym Project		1,168,855.96
3000189534	12/15/2022	THRIFTY SUPPLY CO	01-4381	BLNKET PO FOR MAINT. SUPPLIES		116.84
3000189535	12/15/2022	U.S. BANK CORPORATE PMT	01-4310	OPEN PO: Office Supplies		9.28
3000189536	12/15/2022	U.S. BANK EQUIPMENT	01-5623	A.B. COPIER LEASE 500-0564851	1,175.44	
				EHS 2 COPIER LEASES	1,798.40	2,973.84
3000189537	12/15/2022	VALLEY PACIFIC	01-4364	NO ACTION: FOR FUEL	3,550.31	

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

ESCAPE ONLINE

Page 13 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000189537	12/15/2022	VALLEY PACIFIC		Open PO for EHS Athletics Gas	763.84	
			01-4365	NO ACTION: FOR FUEL	4,423.61	
			01-5800	OPEN PO: Gas cards for MFRC projects	1,500.00	10,237.76
3000189538	12/15/2022	WESTERN CHAIN SAW	01-4377	BLANKET PO FOR MATERIALS AND SUPPLIES		50.55
3000189970	12/19/2022	ADAMS COMMERCIAL GENERAL	23-6250	OPEN P.O.		82,896.05
3000189971	12/19/2022	AMERICAN FIDELITY ADMIN. SERVICES	01-5800	Open PO for American Fidelity		769.25
3000189972	12/19/2022	AMPLIFY	01-4310	SCIENCE KITS		164,981.19
3000189973	12/19/2022	B&B PORTABLE TOILETS	01-5800	A/P OPEN PO B&B		328.93
3000189974	12/19/2022	Brown, Darcy A	01-4310	HEADPHONES		299.50
3000189975	12/19/2022	BYKER, JAY D/B/A REDWOOD MUSIC MART	01-5635	INVOICE: EHS LCAP		25.98
3000189976	12/19/2022	CALIF SCHOOLS DENTAL COALITION KEENAN & ASSOCIATES, ADMIN	68-9135	JAN 2022 DENTAL INS		52,198.00
3000189977	12/19/2022	CALIF. SCHOOLS VISION COALITN KEENAN & ASSOCIATES, ADMIN	67-9135	JAN 2023 VISION INS.		10,895.00
3000189978	12/19/2022	CDW-G	01-4400	Eaton Env Probes	1,593.82	
			01-4445	Lincoln Staff Training Lab Replacement	37,675.32	39,269.14
3000189979	12/19/2022	Charles Mikeal Confer	01-5800	SPEC NEEDS TRAINER		525.00
3000189980	12/19/2022	Ciarabellini, Talia R	01-4310	EAR PLUGS		23.67
3000189981	12/19/2022	CLENDENEN'S	13-4710	OPEN PO for local apple supplier		1,200.00
3000189982	12/19/2022	Cox, Ashlynn R	73-4310	PENS, CRAFT SUPPL		62.55
3000189983	12/19/2022	CRAVEN, JOHN W D/B/A CRAVEN CONSTRUCTION	23-6210	INVOICE: Inspection Services		30,443.45
3000189984	12/19/2022	CRYSTAL CREAMERY	13-4710	BLANKET PO: Dairy purchases		4,785.38
3000189985	12/19/2022	EMS LINQ INC	13-4312	CAF PRODUCATON RECORDS		400.00
3000189986	12/19/2022	EUREKA OXYGEN	01-4310	Blanket PO for Eureka Oxygen	249.09	
			01-5623	Open PO for tank rentals	75.80	324.89
3000189987	12/19/2022	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		508.56
3000189988	12/19/2022	HARPER MOTORS	01-5633	BLANKET PO Vehicle parts		91.67
3000189989	12/19/2022	JAMES MARTA & COMPANY LLP	01-5800	INVOICE: Audit Fees		13,500.00
3000189990	12/19/2022	Kamberg, Debra M	01-5201	MILEAGE		27.50
3000189991	12/19/2022	Miller, Heather J	01-5201	MILEAGE	78.50	
			01-5210	TRVL TO STUDENT @ RESIDENTIAL TRMT	166.00	244.50
3000189992	12/19/2022	PLATT ELEC SUPPLY INC	01-4381	BLANKET PO FOR MAINTENEANCE SUPPLIES		633.13
3000189993	12/19/2022	S & L FOOD SALES CO.	13-4710	Open PO: Food & Supplies		2,034.48

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

ESCAPE ONLINE

Page 14 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000189994	12/19/2022	Sarvinski, Alissa	01-4310	CLASS SUPPLIES		457.50
3000189995	12/19/2022	SEQUOIA FLORAL INTERNATIONAL	01-4310	BLANKET PO AG		171.35
3000189996	12/19/2022	SHARP AUTO GRAPHICS	01-4361	VINYL NUMBERS		40.00
3000189997	12/19/2022	SHN CONSULTING ENGINEERS AND GEOLOGISTS	23-6271	INVOICE: Engineering Fees		1,704.00
3000189998	12/19/2022	Staiano, Mauro R	01-4310	CLASSROOM NOVELS		208.81
3000189999	12/19/2022	TOTAL COMPENSATION	01-5800	INVOICE: Contracted Services		1,822.50
3000190000	12/19/2022	Twiss, Rebecca M	11-5201	MILEAGE		8.44
3000190001	12/19/2022	U.S. BANK CORPORATE PMT	01-4310	8-22-22 EVANS CORRECTION	.01-	
				BILL TO ASB - BASKETBALL	328.36	
				CLASS SUPPLIES	25.31	
				CLASSROOM MATERIALS	184.21	
				COSTCO MFRC FOOD SUPPLIES	833.97	
				DRAY ERASER	4.89	
				INDIAN ED SUPPL	113.09	
				INSTR SUPPLIES	156.86	
				MFRC FOOD	767.18	
				MONITOR JACKETS	532.48	
				OFFICE SUPPLIES	351.46	
				PBIS - STU OF MO AWARD	28.00	
				PBIS ATTENDANCE AWARDS	175.24	
				PBIS AWARDS	100.75	
				PBIS INCENTIVES	79.60	
				PRIN PLANNING MTG SUPPL	83.93	
				SCHOOL SUPPLIES	343.54	
				STU COLLEGE APP FEES	140.00	
				STU LOGGERWEAR	17.00	
				STU SUPPLIES	56.78	
				STUDENT CLASS SUPP	23.80	
				STUDENT OF MONTH AWARD	52.00	
				STUDENT PE WEAR	30.00	
				VENTRIS CLASS MATERIALS	370.00	
				VENTRIS PHONICS	557.18	
				VL EARLY CHILDHOOD MATERIALS	100.79	
			01-4351	WINSHIP AG SUPPL	16.20	
			01-4381	WHITEBOARD CY OFFICE	63.35	
			01-4391	BUS CLASS SUPPLIES	71.00	
				BUSS CLASS SUPPLIES	80.24	

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

ESCAPE ONLINE

Page 15 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000190001	12/19/2022	U.S. BANK CORPORATE PMT		REFUND OFFICE SUPPLIES	19.53-	
			01-4393	CAB. MTG REFRESHMENTS	11.95	
				CABINET LUNCH	293.02	
				CABINET REFRESHMENTS	11.70	
				ED SVCS MTG REFRESH	463.06	
			01-5207	AASA NAT'L ED CONF. REGIST	975.00	
				CASBO REG - MARIO D.	875.00	
				CASBO SHASTA CASCADE HOL SOCIAL	90.00	
				CSBA REGIST REFUND	521.25-	
				REFUND TEACHER TRAINING	199.00-	
			01-5210	AASA NAT'L CONF.	23.00	
				AASA NAT'L ED CONF. FLT	642.19	
				CASBO STATE BD MTG LODGING	232.99	
				CONF. PARKING	24.00	
				CONF. TRANSP.	24.85	
				SUPT COUNCIL CONF SAN DIEGO.	684.80	
				TRANSP FOR SAN DIEGO CONF	30.75	
			01-5300	AASA MBR REGIST	205.00	
			01-5800	GATE TESTS FOR JOHNSON	2,293.20	
			01-5831	SOCIAL MEDIA ADVERTISING	191.09	
			01-5881	LATE CHG	42.61	
			12-4374	CUSTODIAL SUPPL	63.32	
			13-4396	AMAZON RETURN ITEM	107.09-	
				FAN MOTOR	112.71	
				SEAL TAPE SUPPLIES	538.60	
			13-4710	FOOD SUPPLIES	373.38	
			13-5300	SNA MEMBERSHIP	146.00	
				Unpaid Tax	92.78-	13,095.77
3000190002	12/19/2022	WEST COAST PAPER CO.	01-9320	VFS Restock		3,828.12
3000190416	12/22/2022	ADVANCED SECURITY SYSTEMS	01-4381	BLANKET PO FOR EQUIP AND REPAIRS	279.68	
			01-5800	BLANKET PO FOR EQUIP AND REPAIRS	310.00	589.68
3000190417	12/22/2022	ANIXTER INC	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES		1,732.07
3000190418	12/22/2022	AT&T	01-5922	OPEN PO - 831 - DISTRICT WAN		3,695.20
3000190419	12/22/2022	BICOASTAL MEDIA	01-5831	OPEN PO: ADVERTISING, FLAT MONTHLY AMOUNT		200.00
3000190420	12/22/2022	CAMPTON ELECTRIC	01-4381	BLANKET PO FOR MATERIALS		2,424.39
3000190421	12/22/2022	CITY OF EUREKA	01-5530	D.O. WATER	2,858.96	

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

ESCAPE ONLINE

Page 16 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000190421	12/22/2022	CITY OF EUREKA		WATER - ALICE BIRNEY	2,083.92	
				WATER - EHS	10,169.56	
				WATER - TECH CENTER	937.66	
				WATER - ZANE	4,438.54	
				WATER - ZOE	1,333.10	
			11-5861	OPEN PO - CNA FINGERPRINTING	134.00	
			12-5530	WATER - WINZLER CC	340.68	22,296.42
3000190422	12/22/2022	CITY OF EUREKA - ALARMS	01-5800	INVOICE: Contracted Services		250.00
3000190423	12/22/2022	CITY OF EUREKA - ALARMS	01-5800	INVOICE: Contracted Services		100.00
3000190424	12/22/2022	CRYSTAL CREAMERY	13-4710	BLANKET PO: Dairy purchases		4,435.13
3000190425	12/22/2022	DOJ OFFICE OF THE ATTORNEY GENERAL	01-5861	Open PO for Volunteer Fingerprinting		970.00
3000190426	12/22/2022	FRANZ FAMILY BAKERIES	13-4710	BLANKET PO: Bread purchases		49.22
3000190427	12/22/2022	HUNTER COMMUNICATIONS	01-5800	OPEN PO - FIBER PROJ - EHS STADIUM		1,552.50
3000190428	12/22/2022	KEENAN SUPPLY	01-4381	BLANKET PO FOR MATERIALS AND SUPPLIES.		7.16
3000190429	12/22/2022	PIERSON BLDG CENTER	01-4381	Blanket PO for supplies and materials		205.57
3000190430	12/22/2022	PRESENCE LEARNING INC	01-5800	OPEN PO for Speech Services		31,619.61
3000190431	12/22/2022	S & L FOOD SALES CO.	13-4396	Open PO: Food & Supplies	2,924.22	
			13-4710	Open PO: Food & Supplies	77.26	3,001.48
3000190432	12/22/2022	SHN CONSULTING ENGINEERS AND GEOLOGISTS	23-6271	INVOICE: Engineering Fees	638.50	
				INVOICES: Engineering Fees	2,930.00	3,568.50
3000190433	12/22/2022	SPURR	01-5511	Open PO Spurr All Sites	20,813.29	
			12-5511	Open PO Spurr All Sites	189.77	21,003.06
3000190434	12/22/2022	Staples	01-4310	OPEN PO: Office Supplies (replaces PO23-00178)		9.28
3000190435	12/22/2022	U.S. BANK CORPORATE PMT	01-4310	CLASS SUPPLIES	166.52	
				EMERGENCY CART FOR OFFICE	55.66	
				LUNCH ON THE LAWN	43.65	
				MUSIC SUPPLIES	91.74	
				OFFICE SUPPLIES	109.76	
				PBIS AWARDS	310.75	
				PBIS SUPPLIES	53.48	
				STANCHIONS - LUNCH LINE	288.26	
				STUDENT OF THE MONTH AWARD	43.65	
				WIC PARTITION	213.34	
				WIC PARTITION PARTS	213.34	

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

ESCAPE ONLINE

Page 17 of 18

Checks Dated 12/01/2022 through 12/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3000190435	12/22/2022	U.S. BANK CORPORATE PMT	01-5207	POWERSCHOOL MASTER SCH REG.	600.00	2,190.15
3000190436	12/22/2022	U.S. BANK EQUIPMENT	01-5623	A.B. COPIER LEASE 500-0564851		1,175.44
3000190437	12/22/2022	UNITED RENTALS	01-5623	BLANKET PO FOR MATERIALS AND SUPPLIES		133.29
Total Number of Checks					281	<u><u>5,672,407.93</u></u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	219	1,797,943.25
11	ADULT EDUCATION FUND	6	9,830.52
12	CHILD DEVELOPMENT FUND	11	4,244.69
13	CAFETERIA FUND	43	213,830.28
23	EUREKA CITY SCHOOLS ME/	9	3,578,378.10
67	SELF INSURANCE FUND-VISI	1	10,895.00
68	SELF INSURANCE FUND-DEI	1	52,198.00
73	FOUNDATION TRUST FUND	8	7,208.85
Total Number of Checks		281	5,674,528.69
Less Unpaid Tax Liability			<u>2,120.76</u>
Net (Check Amount)			<u><u>5,672,407.93</u></u>

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

ESCAPE ONLINE

Page 18 of 18

AGENDA ITEM

Agenda Title: Approval of 2023 California Uniform Public Construction Cost Accounting Act (CUPCCAA) Qualified Bidders for Projects under \$200,000

Meeting Date: January 12, 2023

Item: Consent

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

The Governing Board is asked to approve the list of 2023 California Uniform Public Construction Cost Accounting Act (CUPCCAA) qualified bidders for projects under \$200,000.

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

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

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

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

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

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

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

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

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- 2023 Qualified Bidders List

2023 CUPCCAA Qualified Bidders for Projects under \$200,000

<u>COMPANY</u>	<u>WORK (INTEREST)</u>	<u>WORK (LICENSE CLASS)</u>	<u>WORK (LICENSE #)</u>
<i>Above Board Construction & Roofing</i>	Roofing, Solar, Remodel	Class B, C10, C39	792707
<i>Advanced Security Systems</i>	Alarm System Monitoring, Service, Installation and Testing, Inspection, Security Systems, Access Control, Surveillance, Intrusion, Fire Alarm Systems	C7, C10	527700
<i>AFP Sprinkler, Inc.</i>	Installing Fire Sprinklers	C16	1014013
<i>American Plumbing Systems, Inc.</i>	Plumbing, Boilers, Steam	Class B, C4, C36	990571
<i>American Sports Construction, Inc.</i>	Synthetic Turf Installation	C61, D12	1052370
<i>Ark Design Construction and Roofing, Inc.</i>	Roofing, General Construction, General Engineering, Sheet Metal	Class A, B, C39, C43	632117
<i>Best Contracting Services, Inc.</i>	Roofing, Waterproofing, Sheet Metal, Wall Panels, Glazing	Class A, B, C17, C39, C43	456263
<i>BHM Construction, Inc.</i>	Construction	Class A, B	900404
<i>Bob White Electric, LLC</i>	Commercial Installs	C10	1074651
<i>Bowen Engineering and Environmental</i>	Demolition (Building, Site, and Selective), Asbestos and Lead Abatement, Underground Storage Tank Removal, Concrete Cutting and Coring, Hazardous Waste Removal, Land Clearing, Scrap and Salvage, Soil Remediation	Class A, B, C10, C21, C22, C39, ASB, HAZ, C33, C61/D38	816496

<i>Caledonia Plumbing</i>	Plumbing	C36	802567
<i>California Heating (BESC, Inc dba California Heating)</i>	HVAC, Gutters, Architectural Sheet Metal, Heat Pump Installation, Hot Water Heaters	C20, C36	845771
<i>Coastal Mountain Electric</i>	Electrical, General	Class B, C10	507105
<i>Colburn Electric, Inc.</i>	Electric	C10	750471
<i>Color New Co.</i>	Painting and Minor Repairs regarding the Paint Project	Class B, C33	818650
<i>Design Air Heating & Sheet Metal</i>	HVAC/ Gutters	C20, C38, C43	952521
<i>G & G Builders, Inc.</i>	Playground Equipment Installation, PIP Safety Surfacing Site Prep Installation, General Contracting	Class A, B	750759
<i>H2I Group, Inc.</i>	Lockers, Athletic Equipment, Lab Casework & Furniture, Telescoping Seating, Stadium Seating	C6, C61/D34, C61/D24	1060739
<i>Harbert Roofing, Inc.</i>	Roofing, Metal Fabrication, Gutters, Downspouts, Architectural Metal, Siding and Decking, Waterproofing, Pedestrian Coating	Class B, C39, C61/D24, C61/D41	696974
<i>Hooven & Co.</i>	Seal Coat, Striping, Asphalt Paving, Water Lines, Sewer Lines, PG&E Certified, Grading and Concrete	Class A	663866
<i>Hooven and Reese Construction & Solar</i>	Electrical, General Building, and Solar	Class B, C10, C46	1078205

<i>James L. Harris Painting</i>	Painting, Wall Covering	C33	745726
<i>Maples Plumbing & Heating, Inc.</i>	Plumbing, Heating, Fire Protection, Boilers	Class A, C4, C16, C20, C36	747665
<i>McMurray & Sons, Inc.</i>	Roofing	Class B, C2, C39	249538
<i>Mobley Construction dba MCI</i>	Trucking of Materials, Irrigation, Drainage, Sewer Line, Vac Truck, Excavation Grading, Concrete Work, Brush Clearing, Masticator, Earth Moving Projects, Underground Utilities, Playground & Recreation Work	Class A	995333
<i>North Coast Floor & Tile</i>	Flooring, Floor Coverings, Tile, General Construction	Class B, C15, C54	808031
<i>Northcoast Lighting & Electric, Inc.</i>	Electrical	C10	917736
<i>O&M Industries</i>	Structural and Mechanical Work, Sheet Metal, HVAC, Commercial & Industry Machinery, Equipment Repair and Maintenance	Class A, B, C10, C20, C36, C43, C51, C21, HAZ	284930
<i>Pierson Company</i>	General Building, General Engineering, Concrete, Framing, and Rough Carpentry	Class A, B, C5, C8	265024
<i>Presidential Fire Protection, Inc.</i>	Fire Sprinkler & Fire Suppression Systems, Installation, Repairs, Maintenance, Inspection, Testing, Backflows, Fire Pumps, Design and Build	C16	847133
<i>Sequoia Specialties, Inc. dba Sequoia Construction Specialties</i>	General Construction	Class A, B, C61/D06, HAZ	624264

<i>Shasta Control Company</i>	HVAC, Electrical Work	C10, C20	796348
<i>SnL Group, Inc.</i>	Construction, Site Work, Wet & Dry Utilities, Buildings	Class A, B	987763
<i>Stephens Electrical, Inc.</i>	Electrical Contracting	C10	860647
<i>Wahlund Construction, Inc.</i>	General Engineering, General Building, Earthwork, Paving, Electrical, Parking/Highway Improvement, Pipeline, Abatement, Underground Infrastructure	Class A, B, C10, C22, Asbestos, HAZMAT	678993
<i>World Telecom & Surveillance, Inc.</i>	Low Voltage Integration, Fiber Optical, Data, Voice, CCTV Systems, Access Control Systems, A/V Systems, Intrusion Systems	C7	793485
<i>Your Local Mow Man</i>	Landscaping, Tree Service	C27	1079969

AGENDA ITEM

Agenda Title: Approval of Minutes from the Regular Meeting on December 15, 2022
Meeting Date: January 12, 2023
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 15, 2022.

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

- ▣ 12/15/22 Board Mtg Mins



Eureka City Schools | Board of Education
District Office - 2100 J Street - Eureka, CA 95501
Frances H. Taplin Board Room

Regular Meeting
6:30 PM
December 15, 2022
MINUTES

A. CALL TO ORDER OF OPEN SESSION

President Ollivier called the open session to order at 4:32 p.m.

Members Present: Duncan, Ollivier, Rebholtz

Members Absent: Pardoe, Johnson

Staff Present: Van Vleck, Ziegler, Storts, Claussen, 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(7).

- (1) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. M(20)
- (2) Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. M(20)
- (3) Public Employee Discipline, Dismissal, Release, Complaint, Accept the Resignation of a Public Employee (GC § 54957)
- (4) 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)

- (5) Conference with Legal Counsel – Anticipated Litigation, Two Cases (GC § 54956.9) - Significant Exposure to Litigation Pursuant to Gov. Code §54956.9(d)(2)
- (6) Conference with Legal Counsel – Existing Litigation (Gov. Code §54956.9(d)(1)) Kristina Christiansen vs. Eureka City Schools, et al. – Humboldt County Superior Court (CV2200815)
- (7) Public Employee Performance Evaluation (Gov. Code §54957) Title: Superintendent

D. RECONVENING OF OPEN SESSION (Board Room)

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

Members Present: Duncan, Ollivier, Rebholtz

Members Absent: Pardoe, Johnson, Smith

Staff Present: Van Vleck, Ziegler, Storts, Claussen, Harris

E. REPORT OUT FROM CLOSED SESSION

There was no action to report on closed session items.

F. PLEDGE OF ALLEGIANCE TO THE FLAG – Alice Birney Elementary School

Students from the Student Council at Alice Birney Elementary School led the Board in the pledge of allegiance. Students also shared a video showing a day in the life of a student at Alice Birney Elementary School.

G. Board Recognition

- (8) Apple Pin Award - Melanie Williams | Alice Birney Elementary

The Board presented an Apple Pin award to Melanie Williams for her dedication to the students at Alice Birney Elementary.

- (9) Recognition of Students who Received a Perfect Score on California Assessment of Student Performance and Progress (CAASPP)

Gary Storts, Assistant Superintendent of Educational Services, provided awards to ECS students who received a perfect score on the CAASPP assessment. The students and their respective 2021-2022 schools are

Evasofia Jenkins	Zane	7th	ELA
Kate Vasquez	Zane	7th	ELA
Jesse Smith	Grant	4th	Math
Sophia Grimmert	Winship	8th	Math

//
//
//
//

H. OATH OF OFFICE

- (10) Oath of Office Taken by Trustees to Area 1 - Lisa Ollivier and Area 5 - Jessica Rebholtz (Note: Due to a scheduling conflict, the incoming Trustee for Area 3, Rebecca Pardoe, will take the Oath of Office on January 12, 2023)

Executive Assistant Harris issued the Oath of Office to Trustee Lisa Ollivier - Area 1, and Trustee Jessica Rebholtz – Area 5.

I. ANNUAL ORGANIZATIONAL MEETING BUSINESS

- (11) Election of Board President for December 2022 through December 2023

It was M/S by Ollivier/Rebholtz to elect **Mike Duncan** as the Board President for December 2022 through December 2023. Student Board Representative: aye 0, no 0, absent 1. Governing Board: ayes 3, noes 0, absent 2 (Johnson, Pardoe). Motion carried.

Note: Outgoing President, Lisa Ollivier, switched seats with Incoming President, Mike Duncan.

- (12) Election of Board Clerk for December 2022 through December 2023

Superintendent Van Vleck confirmed Trustee Johnson is willing to service as Clerk for December 2022 through December 2023.

It was M/S by Duncan/Ollivier to elect **Susan Johnson** as the Board President for December 2022 through December 2023. Student Board Representative: aye 0, no 0, absent 1. Governing Board: ayes 3, noes 0, absent 2 (Johnson, Pardoe). Motion carried.

- (13) Approval of Board Meeting Dates and Times for January 2023 through December 2023

The Board discussed the proposed Board meeting dates for 2023. All dates approved as presented.

It was M/S by Ollivier/Duncan to adopt the 2023 Board meeting dates, as presented. Student Board Representative: aye 0, no 0, absent 1. Governing Board: ayes 3, noes 0, absent 2 (Johnson, Pardoe). Motion carried.

- (14) Annual Review of Board Policy/Administrative Regulation 5116.1 - Intradistrict Open Enrollment

Annual review.

- (15) Annual Review of Board Policy/Administrative Regulation 6145
Extracurricular and Cocurricular Activities

Annual review.

J. ADJUSTMENTS TO THE AGENDA

- (16) Approval of the Agenda

No adjustments to the Agenda.

It was M/S by Ollivier/Rebholtz to approve the Agenda. Student Board Representative: aye 0, no 0, absent 1. Governing Board: yes 3, noes 0, absent (Pardoe, Johnson). Motion carried.

K. INFORMATION

- (17) Student Reports – No student report.

- (18) Superintendent's Report – Van Vleck notes it was wonderful to be able to recognize the students tonight for the perfect CAASP scores. He also enjoyed eating lunch with students at Washington School. He attended CSBA with the Board and enjoyed attending various classes.

- (19) Board Members' Reports

Ollivier attended the CSBA Conference and appreciated the learning opportunities and networking. She is looking forward to attending future lunches at school sites.

Rebholtz attended the lunch with students at Washington and CSBA. She got to learn a lot and networked with other new Board members. She attended the Literacy Night at Grant with Superintendent Van Vleck and the events at Washington.

Duncan also attended the CSBA AEC and notes it was very informative. There are hundreds of classes to choose from and lots of good conversation and networking opportunities. He is looking forward to being the Board President this year.

L. PUBLIC COMMENT ON NON-AGENDA ITEMS

Lisa Jouaneh, a teacher at Winship, addressed the Board and notes the concerns voiced by students at the last meeting are deeply and widely felt. She invited the Board to attend an upcoming ETA Rep Council meeting. This is an opportunity for new trustees to meet ETA Leadership and old Trustees continue to foster positive relations. If willing/able to attend, please reach out. She thanked the Board for their services to the students/community.

Leah Harden, a teacher at Washington School, notes the Board has stopped by her class but not for very long. She invited the Board to visit her classroom and hopes they will stay for a longer period of time. Harden believes teachers no longer feel safe in classrooms due to student behaviors. Teachers need help. She places the blame for the current situation on the Board, not the staff or admin at Washington. She notes concern with physical/violent behaviors at schools. She asked the Board to invest in staff, hire aides with a living wage and hold parents accountable.

M. CONSENT CALENDAR

It was M/S by Ollivier/Duncan to approve the following Consent Calendar items:

- (20) Approval of Personnel Action Report No. 7
Referred to the Board by:
Renaë Will, Executive Director of Personnel Services of Public Affairs
- (21) Approval of Change Order No. 5: EHS Gymnasium Project
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (22) Approval of Pre-Qualified Contractors and Sub-Contractors
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (23) Approval of Budget Development Calendar
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (24) Approval of November 2022 Warrants
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (25) Approval of Minutes from the Regular Meeting on November 17, 2022
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (26) Approval of Memorandum of Understanding (MOU) between Northern Humboldt Union High School District and Eureka City Schools for Community Grant Technical Support
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent
- (27) Approval of Annual Board Member Stipend Payments for Board Meetings Attended in 2022
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

- (28) Approval of Grant Intent to Apply: 2022 Kitchen Infrastructure and Training (KIT) Funds
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (29) Approval and Receipt of Grant Award Notice: 2022-23 Agricultural Career Technical Education Incentive Grant
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Student Board Representative: aye 0, no 0, absent 1. Governing Board: yes 3, noes 0, absent 2 (Johnson, Pardoe). Motion carried.

N. DISCUSSION/ACTION

- (30) 2022-23 First Interim Report
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler presented to the Board on the 2022-2023 First Interim Report. He requested the Board take action and certify the First Interim Report as positive. Ziegler reviewed the timeline for the budget process, key considerations including revenue (LCFF comparison, one-time funds/other funding sources, ongoing funding streams), reserves, economy (projected COLA, inflation), staffing levels (current 477 FTE vs. 409 FTE since 2020, number includes vacancies), enrollment/ADA, and the Governor's 2023-2024 budget.

It was M/S by Ollivier/Rebholtz to approve the 2022-23 First Interim Report with a positive certification. Student Board Representative: aye 0, no 0, absent 1. Governing Board: yes 3, noes 0, absent 2 (Johnson, Pardoe). Motion carried.

- (31) Approval of the Envision Learning Professional Development Agreement 'Portrait of a Graduate'
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services

Storts presented to the Board on the Portrait of a Graduate, which creates a vision outside of the day-to-day whirlwind. This process is a long-term plan taking the vision of the strategic plan, community effort, and the process (plan, activate, create, adopt). The District has interviewed and received proposals from numerous agencies. Out of the proposals received/reviewed, the proposal from Envision Learning is the proposal staff recommends be adopted by the Board.

It was M/S by Duncan/Rebholtz to approve the Envision Learning Professional Development Agreement 'Portrait of a Graduate'. Student Board

Representative: aye 0, no 0, absent 1. Governing Board: yes 3, noes 0, absent 2 (Johnson, Pardoe). Motion carried.

O. DISCUSSION

- (32) Annual Report on Student Data Related to Placement and Advancement in the Mathematics Courses at Eureka High School

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

Storts notes this is an annual item. He provided a review of the legal requirements for math placement, measures for placement/process, placement testing, placement test scores, and data for course offerings.

- (33) Fountas and Pinnell: Early Literacy

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

Storts provided an early literacy update to the Board on Fountas & Pinnell (F&P) Classroom. This curriculum was adopted by the Board based on staff recommendations in 2019-2020. Storts reviewed the F&P Text Level Gradient and the Trimester 1 Snapshot. The data is concerning and a recent report by EdReport, who did a panel review of the F&P curriculum, notes concerns with the curriculum. He suggested the Board look at resources such as a *Podcast: Sold a Story* that reviews the issues with F&P. The District is looking at all options and are positioning for changes in 2023-2024. Unfortunately, many Districts adopted F&P and are now finding the problems with the adoption. The conversation is how and how much to supplement, given a future new curriculum. The Board conveyed an urgency to address this and ECS staff are working hard to get it right. ECS currently has 44 teachers, 25 instructional aides, and 8 literacy techs, attending the "Getting Reading Right" program.

Public Comment

Jocelyn Gibbons echoes the concerns and notes the importance of books children are reading. She provided two examples and notes children should be reading books with more language and structure. She believes some texts are dumbed-down and lifeless. She would like students to be reading rich texts, not simple books. She would like to see the "arts" back in Language Arts.

P. CLOSED SESSION

Closed session did not continue.

Q. RECONVENING OF OPEN SESSION

Not applicable. Closed session did not continue.

R. REPORT OUT FROM CLOSED SESSION

Not applicable. Closed session did not continue.

S. INFORMATIONAL ONLY ITEMS

(34) Information Only: January 2023 - Review of CDE Calendar of Events

T. ADJOURNMENT

President Duncan adjourned the meeting at 7:57 p.m.

Respectfully submitted,

Fred Van Vleck, Ed.D.
Secretary of the Board of Education

Micalyn Harris, Recording Secretary

AGENDA ITEM

Agenda Title: Approval of Change Order No. 1: EHS Science Building Project
Meeting Date: January 12, 2023
Item: Consent

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

The Governing Board is receiving notification of Change Order No. 1 for the EHS Science Building project.

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

The justifications for Change Order No. 1 are delineated in the attached document.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 19: New and Modernized Facilities

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

The Board approved the low bid awarding the Eureka High School Science Building project to Adams Commercial General Contracting, Inc. (ACGC) at the October 6, 2022, meeting and a 10% contingency fund was approved at the October 27, 2022 meeting.

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

Total additive cost for Change Order No. 1 is \$8,110.58.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Change Order No. 1

CHANGE ORDER

AIA DOCUMENT G701

OWNER	<input checked="" type="checkbox"/>
CONTRACTOR	<input checked="" type="checkbox"/>
ARCHITECT	<input checked="" type="checkbox"/>
FIELD	<input type="checkbox"/>
INSPECTOR	<input checked="" type="checkbox"/>

PROJECT:
Eureka High School
1915 J Street
Eureka, CA 95501

Change Order Number: 001

Date: December 9, 2022

Architect's Project No. EC21.01.54

TO CONTRACTOR:
Adams Commercial General Contracting, Inc.
217 E Street
Eureka, CA 95501

Contract Date: October 21, 2022

Contract For: Alterations to Science Bldg. C

- 1.1 SHEETS DA.1 and A.8 (PCO 1/CCD 1/RFI 12)
In the restroom areas on the westerly side of the building remove an additional 6-inches of concrete flatwork and install an additional 4-inches of aggregate base rock.

Requested By: Contractor, District, Architect

Reason: The existing drawings indicated the slab was 4-inches thick. The contractor discovered the slab was 10-inches thick in these areas being demolished. This additional concrete must be removed to install the new plumbing lines for the student and staff restrooms.

Add \$ 5,424.85

- 1.2 SHEET SCH.1 and Specification Section 08710 (PCO 2/PR 3)
Revise manufacturer and model of locksets for six unisex restrooms, Doors 4, 5, 19, 21, 25, 27. Provide door pulls for four sets of exterior doors 1, 2, 6, 29.

Requested By: Contractor, District, Architect

Reason: The locksets for the unisex restrooms require a special indicator to notify people the room is occupied. These locksets need to be changed to provide this feature. The exterior doors require door pulls for students to access.

Add \$ 2,685.73

Total Add this Change Order is : \$ 8,110.58

Change Order No. 1
Alterations to Science Building C
Eureka High School
Eureka City Schools
Project No. EC21.01.54
December 9, 2022
Page -2-

NOT VALID UNTIL SIGNED BY THE OWNER, ARCHITECT AND CONTRACTOR

The original (Contract Sum) was -----	\$ 9,979,680.00
Net Change by previously authorized Change Orders -----	\$ 0.00
The (Contract Sum) prior to this Change Order was -----	\$ 9,979,680.00
The (Contract Sum) will be (increased) by this Change Order in the amount of -----	\$ 8,110.58
The new Contract Sum including this Change Order will be -----	\$ 9,987,790.58
The Contract Time will be (unchanged) by 0 Calendar Days (0 Working Days). -----	(0-) days.
The date of Substantial Completion as of the date of this Change Order therefore is	July 24, 2023

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time, or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

ARCHITECT

F F & J Architects, Inc.
2101 Geer Road, Suite 308
Turlock, CA 95382

CONTRACTOR

Adams Commercial General Contracting, Inc.
217 E Street
Eureka, CA 95501

OWNER

Eureka City Schools
2100 J Street
Eureka, CA 95501

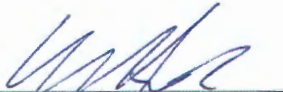
By



Date

DEC. 9, 2022

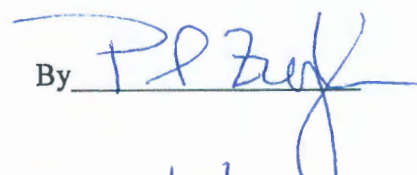
By



Date

12/12/2022

By



Date

12/12/22

AGENDA ITEM

Agenda Title: Approval of Change Order No. 2: EHS Science Building Project
Meeting Date: January 12, 2023
Item: Consent

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

The Governing Board is receiving notification of Change Order No. 2 for the EHS Science Building project.

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

The justifications for Change Order No. 2 are delineated in the attached document.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 19: New and Modernized Facilities

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

The Board approved the low bid awarding the Eureka High School Science Building project to Adams Commercial General Contracting, Inc. (ACGC) at the October 6, 2022, meeting and a 10% contingency fund was approved at the October 27, 2022 meeting.

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

Total additive cost for Change Order No. 2 is \$13,570.01.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Change Order No. 2

CHANGE ORDER

AIA DOCUMENT G701

OWNER	<input checked="" type="checkbox"/>
CONTRACTOR	<input checked="" type="checkbox"/>
ARCHITECT	<input checked="" type="checkbox"/>
FIELD	<input type="checkbox"/>
INSPECTOR	<input checked="" type="checkbox"/>

PROJECT:
Eureka High School
1915 J Street
Eureka, CA 95501

Change Order Number: 002

Date: December 19, 2022

Architect's Project No. EC21.01.54

TO CONTRACTOR:
Adams Commercial General Contracting, Inc.
217 E Street
Eureka, CA 95501

Contract Date: October 21, 2022

Contract For: Alterations to Science Bldg. C

- 2.1 SHEETS DA.1, A.3, AD.3, DP.6, P.6, E3.2 (PCO 3/PR No. 1/RFI 4)
On the high roof of the cafeteria, furnish and install additional drainage crickets along the north and south parapets. Remove and replace two roof drains. Remove and reinstall two flood lights on the south parapet.

Requested By: Contractor, District, Architect

Reason: Modifications to the drainage of this roof area were previously made and not documented in the record drawings. For the roof drainage to work correctly additional crickets are needed to direct rain water to the numerous slotted openings along the northerly and southerly parapet. The additional roof drains need to be replaced. The flood lights must be removed and reinstalled to allow for the reroofing of this portion of the building.

Add \$ 13,570.01

NOT VALID UNTIL SIGNED BY THE OWNER, ARCHITECT AND CONTRACTOR

The original (Contract Sum) was	\$ 9,979,680.00
Net Change by previously authorized Change Orders	\$ 8,110.58
The (Contract Sum) prior to this Change Order was	\$ 9,987,790.58
The (Contract Sum) will be (increased) by this Change Order in the amount of	\$ 13,570.01
The new Contract Sum including this Change Order will be	\$ 10,001,360.59
The Contract Time will be (unchanged) by 0 Calendar Days (0 Working Days).	(0-) days.
The date of Substantial Completion as of the date of this Change Order therefore is	July 24, 2023

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time, or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

ARCHITECT

F F & J Architects, Inc.
2101 Geer Road, Suite 308
Turlock, CA 95382

CONTRACTOR

Adams Commercial General Contracting, Inc.
217 E Street
Eureka, CA 95501

OWNER

Eureka City Schools
2100 J Street
Eureka, CA 95501

By

By

By

Date

Date 12/19/2022

Date

AGENDA ITEM

Agenda Title: Approval of Change Order No. 3: EHS Science Building Project
Meeting Date: January 12, 2023
Item: Consent

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

The Governing Board is receiving notification of Change Order No. 3 for the EHS Science Building project.

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

The justifications for Change Order No. 3 are delineated in the attached document.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 19: New and Modernized Facilities

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

The Board approved the low bid awarding the Eureka High School Science Building project to Adams Commercial General Contracting, Inc. (ACGC) at the October 6, 2022, meeting and a 10% contingency fund was approved at the October 27, 2022 meeting.

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

Total additive cost for Change Order No. 3 is \$3,675.62.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Change Order No. 3

CHANGE ORDER

AIA DOCUMENT G701

OWNER	<input checked="" type="checkbox"/>
CONTRACTOR	<input checked="" type="checkbox"/>
ARCHITECT	<input checked="" type="checkbox"/>
FIELD	<input type="checkbox"/>
INSPECTOR	<input checked="" type="checkbox"/>

PROJECT:
Eureka High School
1915 J Street
Eureka, CA 95501

Change Order Number: 003

Date: December 19, 2022

Architect's Project No. EC21.01.54

TO CONTRACTOR:
Adams Commercial General Contracting, Inc.
217 E Street
Eureka, CA 95501

Contract Date: October 21, 2022

Contract For: Alterations to Science Bldg. C

3.1 SHEETS S2.1, S4.2 (PCO 6/DSA CCD No. 1/RFI 25)

Cut and replace a portion of a continuous footing to allow for the new sewer line to be installed.

Requested By: Contractor, District, Architect

Reason: The invert of the new sewer line serving the two new staff restrooms off the teachers lounge hits an existing concrete footing. For the sewer line to pass through the area of the footing a portion needs to be cut out, lowered and replaced.

Add \$ 3,675.62

NOT VALID UNTIL SIGNED BY THE OWNER, ARCHITECT AND CONTRACTOR

The original (Contract Sum) was -----	\$ 9,979,680.00
Net Change by previously authorized Change Orders -----	\$ 21,680.59
The (Contract Sum) prior to this Change Order was -----	\$ 10,001,360.59
The (Contract Sum) will be (increased) by this Change Order in the amount of -----	\$ 3,675.62
The new Contract Sum including this Change Order will be -----	\$ 10,005,036.21
The Contract Time will be (unchanged) by 0 Calendar Days (0 Working Days). -----	(0-) days.
The date of Substantial Completion as of the date of this Change Order therefore is	July 24, 2023

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time, or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

ARCHITECT

FF & J Architects, Inc.
2101 Geer Road, Suite 308
Turlock, CA 95382

CONTRACTOR

Adams Commercial General Contracting, Inc.
217 E Street
Eureka, CA 95501

OWNER

Eureka City Schools
2100 J Street
Eureka, CA 95501

By 

Date 12/19/22

By 

Date 12/19/2022

By 

Date 12/22/22

AGENDA ITEM

Agenda Title: Conditional Approval of the School Accountability Report Card (SARC)
Meeting Date: January 12, 2023
Item: Consent

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

The Governing Board is being asked to **conditionally*** approve the 2022-2023 School Accountability Report Card (SARC) using data from the 2021-2022 school year.

*Pending California Department of Education (CDE) release of SARC data files and uploaded into SARC templates by Document Tracking Services (DTS).

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

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

STRATEGIC PLAN/PRIORITY AREA:

All areas of the strategic plan.

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

This is approved annually. The 2020-2021 SARCs were last approved February 3, 2022.

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

- Zoe - Draft SARC

- ▢ Winship - Draft SARC
- ▢ WA - SARC
- ▢ GR - SARC
- ▢ EHS - SARC
- ▢ Zane - SARC
- ▢ LAF - SARC
- ▢ AB - SARC

Zoe Barnum High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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

2022-23 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

2022-23 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

2022-23 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

2021-22 Student Enrollment by Grade Level

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

2021-22 Student Enrollment by Student Group

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

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
---------	--	-----------------------------	--

Reading/Language Arts	11th grade, They say I say-Academic Writing, adopted 2018	Yes	0
	12th grade, Uncharted Territory, A high School Reader, adopted 2018		
	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		
	Bedford, Language of Composition, Grade 11, 2002		
Mathematics	CA CC Algebra 1, adopted 2015	Yes	0
	Algebra Structures and Methods, McDougal Littell, adopted 2000		
	Algebra 2, adopted 2012		
	Geometry, Pearson, adopted 2011		
	Algebra 2 Common Core, Pearson, 2012		
Science	Earth Science; Glencoe, adopted 2006	Yes	0
	Biology, Miller Livine, 2007		
History-Social Science	History Alive! Pursuing American Ideals, TCI, adopted 2018	Yes	0
	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		

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

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		Boy's Restroom: Two of four mirrors reflective coating failing, partitions scratched with graffiti C-12: One cracked and three damaged ceiling tiles 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			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements				
				Staff Workroom: Repair hole in soffit screen to prevent birds from nesting
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-15: Playground in need of asphalt crack filler to help prevent weed growth and seal coated, door not latching 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		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 Career Technical Education Programs

Our culinary program and Visual Arts was highly successful in 2021-22 and continues to improve in 2022-23.

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 with 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.

2021-22 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--	---	---	-----------------------------

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.

2022-23 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 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 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 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	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,766	\$149	\$14,616	\$47,656
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	49.3	-25.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	53.5	-47.1

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

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

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

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

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.

Our current focus started in the 2021-22 school year, 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Winship Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Winship Middle School
Street	2500 Cypress Ave
City, State, Zip	Eureka
Phone Number	7074412407
Principal	Kristi Puz
Email Address	puzzk@eurekacityschools.org
School Website	
County-District-School (CDS) Code	California

2022-23 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

2022-23 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

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 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	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	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)

School Facility Conditions and Planned Improvements

				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
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's Locker Room: Food splatter on walls F-1: Counter chipped, graffiti on student table wood framing, wire mold electrical outlet cover missing Girl's Gym Restroom: Graffiti of stall doors Girl's Locker Room: Dry rot on exterior siding, graffiti on
Electrical		X		C-102: Water stained ceiling tile (1), missing light covers (2) F-1: Counter chipped, graffiti on student table wood framing, wire mold electrical outlet cover missing H-2: Siding showing signs of dry rot, exterior GFI cover missing H-4: GFI cover plate
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			D Wing Boy's Restroom: Dry rot on breezeway roof deck, urinal drain clogged F-3: Water stain ceiling tiles (4), water off to one of four faucet on sink
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			D Wing Boy's Restroom: Dry rot on breezeway roof deck, urinal drain clogged D Wing Staff Restroom: Dry rot on roof deck boards F-4: Exterior siding showing signs of dry rot Girl's Locker Room: Dry rot on exterior siding, graffiti on exterior siding H-
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		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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.

2021-22 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	80%	48%	33%	80%	35%

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.

2022-23 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, English Learner Advisory Council, classroom volunteers, library volunteers, coaching, tutoring, etc.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Winship Safe Schools Plan is reviewed and updated by the School Site Council annually.

The primary focus of Winship's plan is to maintain a positive school climate and maintain physical safety. Winship is a PBIS (Positive Behavioral Interventions and Supports) School. Staff receive ongoing training around implementation. PBIS is a district-wide initiative encouraging and rewarding positive behavioral choices. This training encourages safe, responsible and 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 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	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,695	\$2,062	\$6,633	\$50,322
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-28.4	-19.9
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-24.0	-42.0

2021-22 Types of Services Funded

Winship provides intervention courses for students in mathematics. An after school program is available and provides additional support in English Language Arts and Mathematics. Tutoring is offered during the school day and after school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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: Visible Learning-Teacher Clarity, 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Washington Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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	https://washington.eurekacityschools.org/
County-District-School (CDS) Code	12-75515-6007827

2022-23 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

2022-23 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 496 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.

2022-23 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

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 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	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	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,

School Facility Conditions and Planned Improvements

				exterior siding showing signs of dry rot, moisture penetration from roof causing
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 Room 19: Water stained ceiling tiles (2), several lamps out in light fixtures, back door panic hardware sticks Room 20: Several lamps out in l
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 vanda

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	98	100	98	98

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.

2022-23 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. Parental involvement can make a positive difference at all age levels. Parental involvement tends to be the greatest with young children and tends to taper off as children get older. Studies have shown, however, that the involvement of parents of middle and high school students is equally important. In high school, for example, a parent's encouragement can influence whether a child stays in school or drops out. Similarly, a child may consider going to college more seriously when parents show interest in the child's academic achievements and talk with the child about the benefits of a college education. We encourage you to become actively involved in your child's education. Please complete a volunteer form on our school website. When the family is involved in the child's education there is proven success for the child. Participation can include attending school functions, helping with assignments at home, positive feedback about education, and volunteering in the school or classroom. Parental involvement not only enhances academic performance but also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. The main thing is being an advocate for your child and their school. We encourage all families to join our team.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, and school activities, or

2022-23 Opportunities for Parental Involvement

become a volunteer may contact Washington Elementary at (707) 441-2547.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 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. This year we have added an additional rule of "Be kind" Students review the rules and procedures in morning meetings, PBIS reteach and level up programs. 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.

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 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	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,153	\$1,949	\$5,204	\$67,109
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-51.7	8.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-47.5	-13.8

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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, ELPAC, and district benchmark exams, as well as results from SWIS data that demonstrate effective PBIS practices.

During the 2019-20 school year the following professional 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 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 training 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.

During the 2021-2022 school year the following professional 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.

During the 2022-2023 school year, the following professional growth opportunities have or will be provided in the following areas: Fountas and Pinnell training, Interim Assessments, Everyday Mathematics, Opinion 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. Eureka City Schools engaged in work with both West Ed and Corwin to increase professional growth opportunities. One specific area of focus from Corwin was that of Visible Learning and Teacher Clarity. There have also been opportunities to expand knowledge in our various digital platforms such as IXL.

Professional development is provided during and after school through workshops, participation on district-wide committees, conferences, and on days teachers are released from classroom duties. 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. In addition, the Humboldt County Office of Education provides ongoing training that addresses a number of pertinent issues.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	

Grant Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

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

2022-23 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

2022-23 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. Grant is in the process of creating a Visible Learning School through professional development.

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

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. Grant has adopted TCI (Teacher's Curriculum Institute) Social Studies curriculum and is focusing on implementing this program in our K-5 classrooms.

2022-23 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

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 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			

School Facility Conditions and Planned Improvements				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			C-15: Carpet seam unraveling, rain gutter rusted out C-7: Door not latching, dry rot on siding
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C-1: Coating on playground equipment stairs and landings cracking C-7: Door not latching, dry rot on siding C-9: Water stain on ceiling tile (by vent pipe), door not latching Kitchen: Asphalt driveway rough and is difficult to deliver food to kitchen

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89%	85%	85%	91%	96%

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.

2022-23 Opportunities for Parental Involvement

Parent Involvement

Grant School welcomes parent involvement! We encourage parents to volunteer in classrooms, on field trips, for Trekking Tuesday the first Tuesday of the month, Lunch on the Lawn the first Friday of the month, 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 family 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 5:00pm.

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 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. 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. 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 2023.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 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	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,820	\$2,087	\$5,733	\$58,947
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-42.6	-4.1
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-38.2	-26.6

2021-22 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 continue 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, supporting and providing professional development for teachers and aides with proper implementation of lessons and delivery of materials, in addition to various other duties and responsibilities. Our After School Program provides students with extra academic support.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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.

During the 2022-2023 school year various training opportunities have or will be provided: Visible Learning, Fountas and Pinnell Classroom trainings, Interim Assessments, Everyday Mathematics, TCI, PBIS, Student Study Team process training, and many teachers, support staff, and our principal are involved in the Getting Reading Right professional development series. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Eureka Senior High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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	Robert Standish
Email Address	standishr@eurekacityschools.org
School Website	https://ehs.eurekacityschools.org/
County-District-School (CDS) Code	12-75515-1232206

2022-23 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

2022-23 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.

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.
- 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)

2022-23 School Overview

- 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

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 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	<p>Edge Grammar & Writing, National Geographic, adopted 2011</p> <p>The Language of Composition; Bedford, Freeman, Worth, adopted 2011</p> <p>Literature (2009); McDougal Littell, adopted 2011</p> <p>Brave New World, Harper Perennial Modern Classics, adopted 2010</p> <p>World Mythology, NTC Publishing Group, adopted 1994</p> <p>The Oedipus Plays of Sophocles, Penguin Books, 1996</p> <p>The Glass Castle, adopted 2010</p> <p>House on Mango Street by Sandra Cisneros, adopted 2004</p> <p>Speak by Laurie Anderson, adopted 2004</p> <p>Of Mice and Men, adopted 2000</p> <p>Catcher in the Rye, adopted 1999</p> <p>Lord of the Flies, adopted 2006</p> <p>To Kill a Mockingbird, adopted 2001</p> <p>Into the Wild, adopted 2009</p> <p>The Grapes of Wrath, adopted 1997</p> <p>The Great Gatsby, adopted 1997</p> <p>Shakespeare, adopted 1997</p> <p>Secret Life of Bees, adopted 2003</p> <p>Night by Elie Wiesel, adopted 1996</p> <p>11th grade, They say I say-Academic Writing, adopted 2018</p> <p>12th grade, Uncharted Territory, A high School Reader, adopted 2018</p> <p>ELD: EL Achieve, Systematic ELD, adopted 2017</p>	Yes	0
Mathematics	<p>Algebra Readiness by McDougal Littell, Adopted 2009</p> <p>Algebra 1: California Common Core by Pearson, Adopted 2015</p> <p>Geometry: Concepts and Skills by McDougal-Littell, Adopted 2005</p> <p>Geometry: Common Core by Pearson, Adopted 2015</p> <p>Algebra 2: Common Core by Pearson, Adopted 2012</p> <p>The Practice of Statistics by WH Freeman, Adopted 2002</p> <p>Calculus: Concepts and Contexts by Brooks Cole, Adopted 1998</p> <p>Precalculus with Limits by Houghton-Mifflin, Adopted 1997</p> <p>Trigonometry: Functions and Application by Addison-Wesley, Adopted 2011</p>	Yes	0
Science	<p>Earth Science: Geology, the Environment, and the Universe by Glencoe, Adopted 2006</p> <p>Biology 7th ed. by Pearson Prentice Hall, Adopted 2006</p> <p>Anthony's Textbook of Anatomy & Physiology by Mosby & Elsevier, Adopted 2008</p> <p>Marine Biology by McGraw Hill, Adopted 2013</p> <p>Modern Chemistry; Holt Reinhart, Winston; Adopted 2006</p> <p>Conceptual Physics: The High School Physics Program by Pearson Prentice Hall, Adopted 2006</p> <p>Environmental Science for the AP Course by WH Freeman, Adopted 2016</p> <p>Plant & Soil Science: Fundamentals and Applications by Delmar Cengage Learning, Adopted 2016</p>	Yes	0
History-Social Science	<p>10th Grade: History Alive! World Connections by TCI, Adopted 2017</p> <p>10 Grade AP: Traditions & Encounters: A Global Perspective on the Past by McGraw-Hill, Adopted 2019</p>	Yes	0

	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		
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
------------------	-----------	-----------	-----------	---

School Facility Conditions and Planned Improvements

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 t
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 C 206: Instructor use
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			C 200A: Carpet in need of cleaning C 224: Room is cluttered, extension cord used to power plug strip Dressing Room: Paint peeling on stairway walls, food splatter on basement door and walls IT 101: Carpet in need of cleaning
Electrical	X			C 113: Lamps out is several light fixtures C 121: Broken blinds, several lamps out in light fixtures C 122: Several lamps out in light fixtures C 201: VGA cable wrapped around room C 222: Instructor ran speaker cords in front of doorway and covered wi
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C 114: Faucet dripping First Fl. Boy's Restroom: Faucet missing button to activate First Fl. Boy's Restroom: Paint peeling, one urinal covered with a bag and another short flushing Hallway Boy's Restroom: Holes in tile from old, removed, dispensers, wa
Safety: Fire Safety, Hazardous Materials	X			Pool: Pool closed due to roof collapsing, HVAC system removed, Lead paint peeling from ceiling and walls, roof deck rotted

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs			X	Auditorium: First floor hallway has water stained ceiling tiles, balcony closed due to accessibility issues Cafeteria: Mismatched/chipped floor tile, water stained ceiling tile by vent Exterior Cafeteria Girl's Restroom: Skylight water leaking causing pai
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	

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 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. Additionally, we cultivate partnerships with local agencies and business establishments to provide internship opportunities for students. Students are able to participate in internships that are both skill oriented and resume building in partnership with the Education at Work program. This semester we have students doing IT internships, working at Coast Central Credit Union, and a student retained a job post internship in the agriculture field. The percentage of students enrolling in CTE courses has remained near 40% of all students and students achieving pathway completion 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.

This year, Eureka High School offers eight 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, Hospitality, Tourism and Recreation, and Transportation.

The CTE advisory committee includes members who represent the plumbing, electrical, engineering, real estate, and financial services industries as well as employment services. We have a diverse collection of students representing the different pathways and reflecting our diverse student population, as well as members of our district and county offices. We included a school counselor that deals with our Career Technical Education programs to speak about the academic developments and our school leadership to address any recent or upcoming changes to our program.

2021-22 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	86	84	85	81	75

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.

2022-23 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 1,300 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 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 meets every Monday morning, composed of school officials from the district and Eureka Police Department's SRO. This collaboration allows all involved to remain informed of community-based issues that may affect our schools. Working with The School Resource Officer, assigned to Eureka High School from the Eureka Police Department, the District Safety Coordinator 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 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	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,751	\$1,872	\$6,879	\$55,825
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-24.9	-9.6
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-20.4	-31.9

2021-22 Types of Services Funded

The Eureka City Schools District has been experiencing a long-term 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 last 4 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

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

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. New to the 2022-23 school year ECS has adopted Visible Learning strategies with a focus on Learning Intentions and Success Criteria. A monthly WEL team meeting plans the PD that focuses on rolling out these strategies.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	8

Catherine L. Zane Middle School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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

2022-23 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

2022-23 School Overview

School Profile

Zane Middle School is a sixth through eighth grade school with approximately 440 students. Zane has a spacious campus with science laboratories, music rooms, and physical education facilities. We emphasize STEAM activities in our 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 all students and AVID classroom strategies are encouraged.
- *Zane has embarked on a Visible Learning Journey along with the Eureka City Schools District with a focus on Teacher Clarity.
- *The addition of technology and engineering classes has enhanced the academic program as evidenced by more engaged learners.
- *Our staff is developing consistent strategies for data collection and evaluation for the purpose of targeting instruction and increasing student learning.
- *Our students' demonstrated academic growth during the 2022-22 school year
- *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

2022-23 School Overview

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.

*Ongoing and intensive Staff Professional Development is focused on improving student achievement with an emphasis on Teacher Clarity.

*Teachers are implementing Pacing Guides to drive their instruction and assessments to provide them with ongoing data.

*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

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 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	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	6-8: Amplify, adopted 2020 ELD: EL Achieve, Systematic ELD, adopted 2017	Yes	0
Mathematics	6th-8th: Publisher CPM College Preparatory Math 6th-8th: CPM Publisher College Preparatory Math (CPM) 6th Core Connections Course 1 7th Core Connections Course 2 8th Core Connections Course 3 Adopted 2017 Adopted 2017	Yes	0
Science	6th: Pearson Prentice Hall Focus on Earth Science Adopted 2008 7th: Pearson/Prentice Hall Focus on Life Science Adopted in 2008 8th: Pearson/Prentice Hall Focus on Physical Science Adopted in 2008	Yes	0
History-Social Science	Teacher Curriculum Institute (TCI) Adopted 2017 6th History Alive, The Ancient World 7th History Alive, The Medieval World and Beyond 8th History Alive, The United States through Industrialism	Yes	0
Foreign Language	Descubre 1 Adopted 2018	Yes	0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

11/21/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
------------------	-----------	-----------	-----------	---

School Facility Conditions and Planned Improvements

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 ti
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Boy's Locker Room: Exhaust fan vent is in need of cleaning in restroom C-24: Dry rot/Termite damage on wooden baseboard Girl's Locker Room: Exhaust fan vent in need of cleaning, one of the toilet bases is not secure to floor Room 200: Torn carpet seam,
Electrical	X			C-46: Floor tile in need of replacement, sink faucet handles and spout removed from sink, data port cover broken P-3: Dry rot on skirting and siding, missing exterior GFI coverplate, ceiling tile stained (1) Room 200: Torn carpet seam, carpet has large
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
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 fix
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bus Stop Restroom: Entrance doors and frames in need of painting, metal trim in

School Facility Conditions and Planned Improvements				
				restrooms rusting out, FRP wall panels stained C-51: Floor tile in need of repalcement, window stop is delaminating, windows have deep scratches (2) Cafeteria: Upper windo

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	61%	62%	60%	61%	62%

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.

2022-23 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 which research shows to have great impact on student learning. 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 the family 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 which focuses 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 other forms of excellence. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Zane has a comprehensive school safety plan which is updated annually. This plan includes a logistical lockdown procedure and evacuation plan for several natural disasters and includes a student release plan. We work in partnership with the District Site and Safety Coordinator to assess and refine procedures to align with district and state mandates and updates. 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 2022-23 school year, PBIS continues to be an instrumental system to support students with daily expectations and student re-entry when a student needs a reteach opportunity before returning to the learning environment. Zane Middle School has incorporated a 20 minute advisory period daily where students receive explicit instruction in the area of Social Emotional Learning through the implementation of Second Step curriculum.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 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	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,099	\$1,604.47	\$5,495	\$49,589.5
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-46.6	-21.3
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-42.3	-43.4

2021-22 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 their ELD level. Special Education supports students with Individualized Education Plans in Resource Supported General Education Classes, Learning Center, or Special Day Class. Zane also has an outstanding afterschool program where students get academic support provided ELOP leaders. As an AVID school, we support students with materials such as binders, planners, 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 incorporates to support students struggling with accessing their education. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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 2022-23 school year, professional development focused on Visible Learning and each of the areas of emphasis in the VL path. Teachers district wide received professional development in the areas of PLC+, Feedback, and Teacher Clarity. ECS staff voted to narrow of focus and implementation on Teacher Clarity. Professional development for the 2022-23 school year will emphasize Teacher Clarity in partnership with Corwin. Additionally, math teachers could attend professional development opportunities with Big Ideas trainers, Science teachers could participate 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, WEL goal implementation, Visible Learning with a focus on Teacher Clarity, 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Lafayette Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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

2022-23 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

2022-23 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 Elementary School is child-centered with a strong emphasis on on reading, writing, math and social emotional learning. Students are engaged in rigorous academic activities that showcase their abilities to read text and comprehend them with good understanding, solve multi-step problems in all academic areas and work in collaborative groups as well as work 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 work together to make learning visible at Lafayette Elementary. We also 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 teachers collaborate regularly around academic progress and instructional strategies. Technology is also a cornerstone of our work with students. We utilize a number of digital platforms to promote knowledge growth for all learners. We also work year-round on literacy both with universal access time for reading and targeted writing instruction by genre. Classroom teachers work closely with specialist teachers to ensure individual student needs are being met. At Lafayette Elementary, students who need it are offered both reading and math intervention. Our daily expanded learning 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. The ASES program currently supports students with homework assistance and numerous other academic activities.

2022-23 School Overview

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 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.
- - Expanded Learning program (ASES) continues to develop a strong focus on academics and extra support for the more than 100 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:

Reading, writing and math remains a focus at Lafayette Elementary with targeted professional development and collaboration. Staff is also working to ensure learning is visible at Lafayette through key areas such as feedback and clarity.

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

2022-23 Student Enrollment by Grade Level

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

2022-23 Student Enrollment by Student Group

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

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 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
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Classroom 6: Lamps out in 1 light fixture Classroom 7: Lamps out in 4 light fixtures

School Facility Conditions and Planned Improvements

				Room 23: Lamps out in 5 light fixtures, gutter cleaning needed to remove weeds, window screen damaged Room 24: Lamps out in 4 light fixtures Room 25: Lamps out in 3 l
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria: Floor damaged under milk cooler, gutter rusted out above back door. Classroom 18: Water stained ceiling tiles (10), water stained light lens (2) Classroom 21: Water stained celing tile (1), gutter cleaning to remove weeds, parts needed to rep
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Classroom 10: Door not latching Classroom 11: Playstructure is in need of replacement parts, door not latching Classroom 21: Water stained celing tile (1), gutter cleaning to remove weeds, parts needed to repair playstrcuture, damaged matting needs repl

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	85	93	90	93

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.

2022-23 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.

Lafayette is a wonderful school with a very dedicated and caring staff. We have strived to continue many of our community building activities that were momentarily interrupted by the Covid-19 pandemic. We continue to have Student of the Month recognitions and weekly Lion's Loot drawings for our students. We also continue to grow our partnership with the US Coast Guard through a variety of ways such as classroom involvement and events such as Purple Up Day. 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 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. 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 was updated and adopted by the School Site Council on December 15th, 2022.

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 we transitioned from virtual learning to in person 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.

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 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	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,714	\$2,385	\$5,329	\$59,647
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-49.5	-2.9
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-45.2	-25.5

2021-22 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. Two full time Specialized Academic Teachers and two 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, .5 FTE Math Intervention, 1 math technician and 2 Literacy Technicians support our classroom instruction. A 1.0 FTE 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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, ELPAC, and district benchmark exams, as well as results from SWIS data that demonstrate effective PBIS practices.

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.

During the 2021-2022 school year the following professional 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.

During the 2022-2023 school year, the following professional growth opportunities have or will be provided in the following areas: Fountas and Pinnell training, Interim Assessments, Everyday Mathematics, Opinion 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. Eureka City Schools engaged in work with both West Ed and Corwin to increase professional growth opportunities. One specific area of focus from Corwin was that of Visible Learning and Teacher Clarity. There have also been opportunities to expand knowledge in our various digital platforms such as IXL.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Alice Birney Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 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	alicebirney.org
County-District-School (CDS) Code	12-75515-6007751

2022-23 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

2022-23 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, Ink People, Local organic farmers, Grow Together. We are joined with an elementary school in JiHang, Taiwan this year and complete three large projects with them.

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

2022-23 School Overview

As life-long learners we at Alice Birney embrace opportunities for improvement. Our teachers regularly participate in school-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 focused on the Getting Reading Right collaborative, where we learn and understood the Science of Reading. Teachers are piloting a phonic progression series written by UFLI. Teachers have been purchased the book and our reading interventionist has been demonstrating the lesson sequence in classrooms. We are driven by data in this collaborative. Teachers delivered the BPST this year, an overview of phonics understanding.

We implemented a Community school this year. Our Nest comprises of a tiered approach. Tier one supports are in place in the classroom- break space and recovery spaces. Our Nest staff responds to radio calls based on behavior. They are trained to intervene, de-esalate, and support the student in re-entry into the classroom. Students accessing their learning and teachers being supported to teach are the goals. The Nest teacher pushes into Kinder-1st grade classrooms to teach social emotional learning skills- Zones of Regulation. Visual posters and success criteria are evident around the school. Expectation stations are taught to students each break to review our expectations clearly. Ticket drawings happen every Monday with an emphasis on last week's skills.

About this School

2021-22 Student Enrollment by Grade Level

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

2021-22 Student Enrollment by Student Group

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

A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 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

School Facility Conditions and Planned Improvements

				<p>C-11: Floor tile bubbled and older ceiling tiles 12"x12" (2) are broken. Ceiling tiles located by windows</p> <p>C-12: Floor tile bubbled</p> <p>C-18: Instructor installed postings with tumb tacks into drywall causing dama</p>
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 modernizatio</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			<p>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</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 bu</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	83	85	85	81	75

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.

2022-23 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. 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" and a Multi-Cultural Faire. This year we will have three Stamina Award breakfasts to celebrate our nominees. Parents will be participating in PIQUE this year, and those who did last year, are helping to develop a Bi-Literacy Night this January. To provide more information to our 5th grade families, an information night about middle schools will take place January 12th.

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 medal. Families participated in a movie night on November 16th.

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 Centro Del Pueblo for outreach to our Hispanic families. They joined us on Back to School Night to provide resources in the community for all families. Our Garden Day on October 30 was a success. We juiced apples from our tree, weeded, planted, and built new shelves. We are ready for the winter months. A grant has been received to continue our ASP garden ambassadors. 2 garden specialists work with our students in ASP twice a week all year for 10 hours altogether.

We partnered with the Ink People this year around a grant for the arts in education. Our third grade team will be performing a dance and crafting a mural in the second and third trimesters. The team will host a parent night for the performance and to view the mural.

Alice Birney is a bilingual staff. We have a Spanish interpreter phone extension for families who speak Spanish only. We

2022-23 Opportunities for Parental Involvement

provide Hmong translation as well. This ensures are families have access to the educational system. Our largest group to join PIQUE are our EL families. They are interested in learning more about the school system.

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

SCHOOL SITE:

Alice Birney

DATE:

November 30, 2022

COMPLETED BY:

Kristin Sobilo

SUMMARY: After analyzing our data and resources, our review matrix, and our major areas of desired changes our results are listed below:

Areas of Pride/Accomplishments

School Profile:

Alice Birney is an inclusive learning community where students, staff, and families grow together. At Alice Birney 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 grade levels projects such as the Coastal Knowledge and Watershed projects, as well as the implementation of the Next Generation Science Standards. We partner with Friends of the Dunes, Yurok Tribe, Humboldt Area Foundation, Ink People, and Cal Poly Humboldt to provide teaching and learning outside our school's walls. Alice Birney has partnered with Grow Together, a garden consultant to build our garden into the science curriculum. We received a grant this year to use our garden in the After school Program. Our teachers are committed to professional development and collaborate on a regular basis. This year, all teachers and classroom paraprofessionals are in the Getting Reading Right collaborative learning about the Science of Reading. We are piloting the phonics progression taught in the UFLI program. Our Reading Intervention teacher is supplementing the LLI leveled literacy program with UFLI lessons. She is demonstrating these lessons to teachers with their students. Small group and whole group instruction will continue in classrooms. Some of Alice Birney teachers are trained in the integration of the arts into the CORE instruction. Alice Birney has partnered with the Center for Inclusive Practices to learn more about how our school can continue to expand our inclusion model. We are building a continuum of services to all students. Our EL department chair attends IEPs and provides direct support to the Educational specialist for program placement. We have partnered with an elementary school called JiHand in Taiwan. We have built an introductory video about a Day in the Life of an Alice Birney student, a cultural care package, and an Earth Day project for the year's partnership. At the end of the year, Alice Birney teachers and staff created a Multicultural Fair for families in the evening, as well as an event for students during the day that showcased our community's cultures.

This year, we have implemented a Community Schools model, The Nest. All classrooms have a break space and recovery space for de-escalation of student behavior in order to access learning. Two restorative justice support specialists respond to radio calls of classrooms needing more support. A calm break is earned by using the spaces appropriately. The Nest is the location with the calm room. Students also may receive therapy in the Therapy room. Zones of Regulation curriculum is taught in K-1 classrooms with Second Step. Small group reteaching of lagging skills is happening in K-1 classrooms and individually. Social worker and interna are hosting groups to build social skills within and between students. Social groups might be one or two or even individual practice until the student is ready.

Major Achievements

Built a strong WEL team and designed goals based on WEL survey data; Strong Multi-tiers of support: Tier 1 incentive and supports, Radio calls and support, Nest, Coaching and reteaching by Nest teacher, social worker and intern, Universal Screening tool; Strong Student Study Team process to build off this multi-tier; Positive Behavior Intervention & Supports for all students with a strong team, Second Step Pro-Social Skills Curriculum for all students, Response to Instruction & Intervention in ELA with a strong data team, Strong Student Study process and accountability, Second phase of Inclusion Model for SAI, Strong Afterschool program, Partnership and Grant for implementation of Garden curricula, Positive and growing Parent Teacher Association, Ink People dance and mural grant for third grade, Grant for vegetables and fruits from local organic farmers, partnership with Centro Del Pueblo around ELAC and garden, garden partnership with Yurok Tribe

Findings & Desired Improvements

Findings

PBIS: Alice Birney School has effectively implemented Tier I supports that compliment our three school rules. Alice Birney

staff has worked with our PBIS district coordinator to articulate Tier II and interventions and supports. ECS has implemented a Universal Screening Tool to screen all behaviors. Students are recommended for community school services if they fall between a certain range. Student team meetings provide stakeholders time to problem solve concerns and design a support/intervention to implement for at least 6-8 weeks. Teachers participated in a book club around "Lost at School" with a definition of lagging skills in students. We teach to these lagging skills using our Second Step curriculum.

Second Step Curriculum: Alice Birney staff continue to consistently and effectively implement Second Step while articulating the taught themes schoolwide, which promotes skills such as empathy and self-regulation. Alice Birney implemented the Bully Prevention Unit in October. Moreover, the Alice Birney teachers have trained our students on the two concepts of playground : Why do we play? To have fun. What is the most important part of the game? The people. Zone of Regulation is taught by the CS Nest teacher in small and whole groups. These visuals are around school.

SWIS: Behavior Tracking Form referrals remain one of the main data components that Alice Birney's Data team uses to inform on school climate. The data is used to determine areas of campus that may or may not need extra support and reteaching. Radio call data and recovery space data are also used. Teachers need to continue to work on implementing BTF data. The data is also used by the SST team members to support behavioral interventions for individual students. Expectation Stations are reviewed school-wide upon return from Winter break, February break, and Spring break. Additionally individual classes reteach classroom expectations and playground expectations frequently. Schoolwide themes are taught also: Playground anchor charts, monthly themes.

Suspensions: Suspensions continue to be an area of focus. An effort has been made to use alternative means to suspension whenever possible. Reteach programs are utilized frequently in addition to restorative practices. Proactive actions are taken such as parent intact meetings, pep talks, structured breaks, incentive charts.

Attendance: Daily attendance at Alice Birney is improving. The principal, CARE Specialist, and office staff work diligently to support parents and students in efforts to be at school, on time, each day. Parents are asked to participate in Student Study team meetings around attendance conferences when their students are excessively absent or tardy. Home visits are conducted at appropriate intervals and referrals to outside agencies are made to support families with meeting their needs so that students can focus on being at school daily. Students and families are referred to SARB when the team needs more support/ ideas.

Student Safety: All emergency drills are scheduled at the beginning of the school year, and are practiced with fidelity. Classrooms are all equipped with emergency backpacks containing items that may be needed during an emergency situation. Alice Birney continues to focus on healthy fitness initiatives that promote healthy food choices and increased physical fitness.

The chronically absent rate at Alice Birney is of concern. Alice Birney Staff is working diligently to support families and improve student attendance. The Principal, Attendance Specialist, and office staff work to conference with families that are having difficulties with attendance to provide support in getting their students to school. At these conferences contracts are made to ensure that parents understand the importance of regular attendance. The site is using SARB to hold families more accountable for attendance. Our admin team included Officer Tim in home visits as well as our District Chronic Absenteeism liaison. Personal conversations with CARE and administrators provide tangible ways to support parents to get students to school. Bridges Grant referrals are another tool to support families. The office is tracking attendance along with late arrivals and early dismissals on a public accountability chart. The first trimester the goal was 96%. This goal was not met as the attendance rate was 90% for that trimester. Eureka City Schools has also invested in a computer program called A2A that tracks attendance and assists in supporting families with improving attendance. Improving attendance is a major priority for Alice Birney this school year, through the lens of supporting families. Our social work and intern have increased their parent outreach and home visits. The subject has been addressed at parent teacher conferences, newsletters, SART, PTA, and with the School Site Council.

Focus for Improvement

When our district launched after COVID 19 pandemic, we administered a CALL survey to our entire teaching and classified staffs. The results of this survey were analyzed and action plans developed by each WEL team. Our team will focus on evidenced based instruction and professional development. We will set short and long term goals around data and work collaboratively to analyze data and drive instruction. Our administrative team went to Visible Learning conference this summer, and the ECS teachers voted to focus on Learning Intentions and Success Criteria around curricula. As principal, I model these two elements of Visible Learning to teachers in every admin led meeting. Teachers are exploring the use of learning intentions, success criteria, and levels of engagement.

Priorities/Goals

Alice Birney Elementary School creates a culture and climate of safety, respect, and responsibility through establishing a school-wide system of positive behavior interventions and supports.

2022-23 School Safety Plan

Our overall strategies for the 2022-2023 school year is (are):

Component 1 People and Programs (School Climate)

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

Action: Alice Birney school will provide all students with a safe and supportive learning environment.

Unable to transfer chart- see Google Document for chart with all explanation.

The current Safe Schools Plan has been updated and adopted on November 30, 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.

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2021-22 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	

2021-22 Student Support Services Staff

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

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,703	\$1,712	\$5,991	\$62,319
District	N/A	N/A	\$8,833	
Percent Difference - School Site and District	N/A	N/A	-38.3	1.4
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-34.0	-21.1

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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. This year, our district leadership attended the Visible Learning Conference in Colorado. The teaching staff voted to focus on Teacher Clarity this year. Learning targets and success criteria are areas we are developing our teachers around. Alice Birney teachers are looking at the levels of engagements and Zones of Regulation. Moreover, all Alice Birney teachers and classroom aides are part of the Getting Reading Right Collaborative around the Science of Reading. Teachers are looking closer at the phonics progression in UFLI, and piloting lessons. Our reading intervention teacher is supplementing LLI with UFLI. She is demonstrating lessons to teachers, so they can lead small or whole group/

Classified paraprofessional staff development is coordinated through our Personnel Department in modules relating to particular employment strands. Our Districts instructional coaches (CARE specialists) provide excellent, relevant training in best practices in math and ELA, EL, PBIS, and classroom instruction, as well as coaching for our monitors and classified personnel. Participants in Professional Development are supported with release time, collaboration opportunities, in-class coaching, purchase of particular instructional materials and shared leadership.

Teachers and staff have been trained around Community School implementation at each step. Teachers and students were trained on the use of break space and recovery to de-escalate feelings so students can learn.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	8

AGENDA ITEM

Agenda Title: Approval for Staff to Travel Out of State to Attend the AASA National Conference on Education - February 2023
Meeting Date: January 12, 2023
Item: Consent

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

The Governing Board is asked to approve out-of-state travel for Superintendent Van Vleck to attend the AASA National Conference on Education from February 16-18, 2023, in San Antonio, Texas.

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

The National Conference on Education, presented by AASA, The School Superintendents Association, is the premier professional development and networking event for school superintendents and administrators. During the conference, attendees will hear from education thought leaders who are championing our nation's school systems and take home new ideas and approaches to invigorate their own district. With more than 3,000 superintendents attending, attendees are bound to form an industry network for improving equity, student outcomes, district performance, and so much more.

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)*

First time attending.

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

Registration Fees - \$975.00
Hotel - \$229/night + taxes/fees - 3 nights
RT Airfare - Approx. \$800
+ Food/Misc. Travel Costs

Total Est. Cost: \$2,500 - \$3,000

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

Fred Van Vleck, Ed.D., Superintendent

AGENDA ITEM

Agenda Title: Approval of Receipt of Grant Award Notification: After School Education and Safety Program
Meeting Date: January 12, 2023
Item: Consent

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

The Governing Board is asked to accept the grant award for the After School Education and Safety Program (ASES).

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

This grant provides funding for after school programs at Alice Birney, Grant, Lafayette, Washington, Winship, and Zane.

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 renewal since 1999.

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

Grant Amount: \$789,320.14

Award Dates: July 1, 2022 - December 31, 2023

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

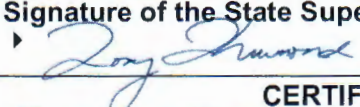
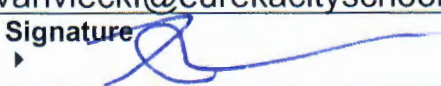
Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

▣ GAN

Grant Award Notification

GRANTEE NAME AND ADDRESS Fred Van Vleck, Ed.D., Superintendent Eureka City Schools 2100 J Street Eureka, CA 95501-3055				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				22	23939	75515	EZ
Attention Expanded Learning Programs Coordinator				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Expanded Learning Office				Resource Code	Revenue Object Code		12
Telephone 707-441-2400				6010	8590		INDEX
Name of Grant Program After School Education and Safety (ASES) Program							0150
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$789,320.14		\$789,320.14		07/01/2022	12/31/2023	
CFDA Number	Federal Grant Number	Federal Grant Name				Federal Agency	
<p>I am pleased to inform you that you have been funded for the ASES Program.</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>By e-signing this document, your organization is voluntarily agreeing to conduct business with the California Department of Education (CDE) electronically. If you do not wish to do so, please immediately contact the Analyst listed below to discuss other signing options.</p> <p>Please email the signed Grant Award Notification (AO-400) to: Joe Purcell at JPurcell@cde.ca.gov</p>							
California Department of Education Contact Joe Purcell				Job Title Associate Governmental Program Analyst			
E-mail Address JPurcell@cde.ca.gov					Telephone 916-319-0308		
Signature of the State Superintendent of Public Instruction or Designee 					Date December 29, 2022		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
<p>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. On behalf of the grantee named above, I certify that the organization intends that this and future transactions be completed by electronic means, and any electronic signature is intended to be as binding as a physical signature.</p>							
Printed Name of Authorized Agent Fred Van Vleck, Ed. D.				Title Superintendent			
E-mail Address vanvleckf@eurekacityschools.org					Telephone 707-441-2414		
Signature 					Date 1-3-2023		

Grant Award Notification (Continued)

The purpose of the ASES Program is to create incentives for establishing locally-driven Expanded Learning Programs, including after school programs that partner with public schools and communities to provide academic and literacy support and safe, constructive alternatives for youth. The ASES Program involves collaboration among parents, youth, and representatives from schools, governmental agencies, individuals from community-based organizations, and the private sector.

After School Education and Safety Grant Renewal Process

Applicants awarded an ASES grant will receive a three-year renewable grant awarded in one-year increments beginning on July 1, 2022, provided that the assurances and program requirements have been met and the state budget is approved (California Education Code [EC] Section 8482.4[c]). Continuation of the grant after the initial three-year grant period is contingent upon meeting all of the administrative program requirements—including attendance, expenditure, and evaluation data reporting.

Grantees are required to reapply for their grant every three years through the ASES renewal application process. Current grantees may verify the grant cycle of their program at the CDE ASES Renewal Cycles web page at <https://www.cde.ca.gov/ls/ex/asesrenewalcycles.asp>.

After School Education and Safety Program Administrative Requirements

An ASES program must integrate with the school day and other expanded learning opportunities (EC Section 8483.3[c][5]) while providing a safe physical and emotional environment, opportunities for relationship building, and promotion of active student engagement (EC Section 8483.3[c][3]) through the following two required program elements:

1. An educational and literacy element (EC Section 8482.3[c][1][A]) in which tutoring or homework assistance is provided in one or more of the following areas:
 - a. · Language arts
 - b. · Mathematics
 - c. · History and social science
 - d. · Computer training
 - e. · Science
2. An educational enrichment element (EC Section 8482.3[c][1][B]) which may include, but is not limited to, the following:
 - a. Fine arts
 - b. Career Technical Education
 - c. Recreation
 - d. Physical fitness
 - e. Prevention activities

When determining goals for the educational and literacy element and the educational enrichment element, the EXLD strongly encourages applicants to use research-based curricula and strategies that are aligned to California's state standards and are appropriate for after school audiences—including the Common Core State Standards and the Next Generation Science Standards. See the CDE Common Core State Standards web page at <https://www.cde.ca.gov/re/cc/> and the CDE Next Generation Science Standards web page at <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>.

3. Development of a Program Plan

The ASES grantees shall develop and maintain documentation of the ASES Program Plan for a minimum of five years after the conclusion of the program (EC Section 8482.3[g][1][F]). Applicants applying for a new ASES grant will be required to submit a Program Plan within six months of receiving a grant award for ASES funding.

To assist in the development of the required Program Plan, new grantees may access the Program Plan Guide on the CDE Reporting and Forms web page at <https://www.cde.ca.gov/ls/ex/reportingandforms.asp>.

The Program Plan includes, but is not limited to: program goals, program content, and any other information requested by the CDE. The ASES Program Plan must be developed through a collaborative process that includes parents, youth, representatives of participating public school sites, governmental agencies, such as city and

county parks and recreation departments; local law enforcement, community organizations, and the private sector (EC Section 8482.5[b]). Grantees must develop an ASES Program Plan that is available for on-site review (EC Section 8482.3[g]). The EXLD must be notified if the program goals or outcome measures are changed during the grant period (EC Section 8482.3[g][1][E]). In light of the current pandemic situation, the CDE recognizes that any collaborative efforts in the development and revision(s) of the Program Plan may need to be modified, and as such, the CDE will review and approve this document with a flexible perspective.

4. Program Reporting

The online reporting ASSIST must be used to submit quarterly expenditure reports. Accurate attendance records must be kept using a clearly defined record keeping procedure. Actual student program attendance must be sent to the EXLD on a semiannual basis through the online ASSIST database. Student school day attendance must be sent to the EXLD on an annual basis (EC Section 8484[a][1][A]).

Due dates each year are January 31 for reporting attendance from July 1 through December 31, and July 31 for reporting attendance from January 1 through June 30. All ASES reporting due dates can be found on the CDE ASES Reporting Due Dates web page at <https://www.cde.ca.gov/ls/ex/asesduedates.asp>.

All programs are required to submit evidence of a data-driven program quality improvement process that is based on the CDE's guidance on program quality standards as part of their annual outcomes reporting. Such evidence must be reported to the EXLD each year (EC Section 8484[a][2]).

5. Evaluation Requirements

Each grant program must meet all evaluation requirements, provide evaluation reports, and respond to any additional surveys or other methods of data collection that may be required throughout the life of the program as determined by the CDE (EC sections 8482.3[f][7,8], 8483.3[c][11], and 8484[a]).

6. Payments

Payments will be issued in three increments each year (EC Section 8482.4[f]).

Percent of the Total Funded Grant Amount	Date Issued and Reporting Requirements
65 percent payment	A payment will be processed within 30 days of returning the originally signed AO-400 to the CDE.
25 percent payment	On receipt of the first semiannual attendance reports, the first and second quarter expenditure reports (October–December), and all other required reports by January 31.
Percent of the Total Funded Grant Amount	Date Issued and Reporting Requirements
10 percent payment	On receipt of the second semiannual attendance reports, the third and fourth quarter expenditure reports (April–June), and all other required reports by July 31.

AGENDA ITEM

Agenda Title: Approval of the Quarterly Report to the Governing Board as Mandated by the State, In Regards to the Williams Lawsuit
Meeting Date: January 12, 2023
Item: Consent

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

The Governing Board is asked to receive this fourth quarter report for 2022.

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

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

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 14: Clean, safe, functional, attractive classrooms, facilities and grounds.

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

Quarterly report to the Governing Board.

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

No financial impact to the District.

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

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- ▣ 2022 Williams Quarterly Report

EUREKA CITY SCHOOLS
2100 J Street
Eureka, CA 95501



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

Quarterly Reporting Period (please check one)

- ☐ First Quarter 2020 January 1 through March 31, 2022
☐ Second Quarter 2020 April 1 through June 30, 2022
☐ Third Quarter 2020 July 1 through September 30, 2022
☒ Fourth Quarter 2020 October 1 through December 31, 2022

PLEASE CHECK THE BOX THAT APPLIES:

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

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

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

Fred Van Vleck, Ed.D.
Superintendent

Please return hard copy to:
Chandler Wilson, School Support
Humboldt County Office of Education
HYPERLINK "mailto:cwilson@hcoe.org"
cwilson@hcoe.org
by: Quarter 1 due: 04/15/2022
Quarter 2 due: 07/15/2022
Quarter 3 due: 10/15/2022
Quarter 4 due: 01/15/2023

AGENDA ITEM

Agenda Title: Approval for Educational Services Staff to Travel Out of State and Attend the Future of Education Technology Conference 2023
Meeting Date: January 12, 2023
Item: Consent

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

The Governing Board is asked to approve out-of-state travel for Assistant Superintendent Gary Storts and Educational Technology Specialist Damon Brooks from January 22 to 26, 2023 in New Orleans, Louisiana.

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

The Future of Education Technology Conference 2023 provides hundreds of learning opportunities for ECS staff to receive expert guidance on the latest National education technology and practical strategies that will be brought back and implemented for Eureka City Schools as we all adapt to today's education environment throughout the school year and moving forward.

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)*

First time attending.

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

Registration Fees - \$1,960.00

Hotel- \$229.00/night + taxes/fees- 4 nights

RT Airfare x 2- Approx \$1,756.06

+ Food/ Misc. Travel Costs

Total Est. Cost: \$6,000-\$7,000

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

Gary Storts, Assistant Superintendent, Educational Services

AGENDA ITEM

Agenda Title: Approval of the 2022-23 Memorandum of Understanding (MOU)
Foster Youth Regional Liaison Between the Humboldt County
Office of Education and Eureka City Schools

Meeting Date: January 12, 2023

Item: Consent

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

The Governing Board is asked to approve an MOU between the Humboldt County Office of Education and Eureka City Schools regarding the District employing a K-12 Regional Foster Youth Liaison for the 2022-2023 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)*

This is an ongoing agreement between the Humboldt County Office of Education and Eureka City Schools. The Regional Foster Youth Liaison will provide assistance to school staff serving Foster Youth regarding legal requirements, family support in our community and other needs of Foster Youth in our community.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: Mental and Socio-emotional Wellness

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

Priority Area: Mental and Socio-emotional Wellness

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

Eureka City Schools will receive \$25,000 and maintain records of how those funds were fully expended.

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

Lisa Claussen, Director of Student Services

ATTACHMENTS:

Description

- MOU Foster Youth

MEMORANDUM OF UNDERSTANDING

Foster Youth Regional Liaison

This Memorandum of Understanding (MOU) is between the Humboldt County Office of Education (HCOE) and the Eureka City Schools District (District) for the 2022 - 2023 school year.

DISTRICT RESPONSIBILITIES:

The District employing a K-12 Regional Foster Youth Liaison (RFYL) will:

- 1) Dedicate staff time to devote to the duties outlined below;
- 2) Provide workspace and a secure network environment to maintain confidential records;
- 3) Maintain documentation that said funds \$25,000 were fully expended in accordance with the MOU;
- 4) Set aside funding for RFYL to attend the annual State Foster Youth Education Summit (Spring 2023);
- 5) Maintain documentation that the funds are supplementing and not supplanting the services for foster youth students;
- 6) Document the inclusion & participation of the RFYL in the annual review and update of the district LCAP and the Learning Continuity Plan (LCP);
- 7) Allow access to the CALPADS student information system by the Regional Foster Youth Liaison for the district;
- 8) Maintain documentation that all funds are fully expended by June 30, 2023;
- 9) Provide HCOE district account number for transfer of funds;

The Regional Foster Youth Liaison (RFYL) will:

- 1) Provide assistance to school staff serving Foster Youth (FY) in districts in the region on legal requirements, FY rights, model programs and procedures for supporting FY, connecting FY and families to community services and other needs of FY as identified by the HCOE Foster Youth Services Coordinating Program (FYSCP) Director following trainings provided to RFYL by the HCOE FYSCP Director;
- 2) Distribute information provided by the HCOE FYSCP Director about FY to districts in the region.
- 3) Collect, maintain, and transfer education information and data from districts in the region to the HCOE Foster Youth Data Technician for input into the Foster Focus Data system and for other required reports.
- 4) Access to the district CALPADS student information system;

- 5) Provide direct case management and assist in educational planning for Foster Youth within their regions.
- 6) Work in coordination with HCOE FYSCP Director and school district staff to monitor and develop educational support plans and services for each Foster Youth.
- 7) Coordinate services identified in FY educational plans with local providers to include, but not limited to, the HCOE Foster Youth Services Coordinating Program, County agencies, tribal entities, community-based agencies and caregivers.
- 8) Assist staff in Local Educational Agencies (LEAs) in the region to develop Education Transition plans (pre-school to kindergarten, middle school to high school and post-graduation onto college or vocational institutions) for Foster Youth enrolled in their schools.
- 9) Distribution of information on the education rights of foster youth to all foster youth students in their region annually;
- 10) Track graduation progress of all 8th graders and 12th graders in Foster Focus Data System
- 11) Host and co-facilitate an annual regional FY/HY training for key school staff from the local school district (s).
- 12) Attend the following required trainings & meetings:
 - a. HCOE Annual Cross Agency Foster/Homeless Youth Education Training
 - b. Foster Focus Database Training
 - c. Humboldt County Foster Youth Education Executive Advisory Council (three times a school year)
 - d. The Annual State Foster Youth Education Summit (Spring, 2023)

HCOE RESPONSIBILITIES:


HCOE will provide:

- 1) Training for RFYL on FY program legal requirements, FY rights, model programs and procedures for supporting FY, connecting FY and families to community services and other needs of FY and other topics of need following FYP grant assurances;
- 2) Training for RFYL on use of the Foster Focus data system;
- 3) Information and materials to distribute to school district staff in the region;
- 4) Resource referral and case consultation support;
- 5) Linkage to community agencies involved in FY support services;
- 6) Technology equipment and support for use of the Foster Focus system; and

7) Compensation for salary/benefits or other costs related to the above work of \$25,000.

Signature: _____
Michael Davies-Hughes, Superintendent, HCOE

Date: _____

Signature:  _____
Fred Van Vleck Ed.D, Superintendent
Eureka City Schools District

Date: 1/4/23

District Account Number 01-9014-0-7150-0000-8699-900-0000

AGENDA ITEM

Agenda Title: Approval of WestEd Memorandum of Understanding (MOU) between Eureka City Schools and WestEd for Healthy Kids Survey

Meeting Date: January 12, 2023

Item: Consent

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

The Governing Board is being asked to approve the 2022-2023 Memorandum of Understanding (MOU) between ECS and WestEd for the California Healthy Kids Survey (CHKS).

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

The CHKS is the largest statewide survey of resilience and protective factors, risk behaviors, and school climate in the nation. ECS has used the CHKS as one way to determine students' perceptions and experiences with regards to school climate.

ECS will be administering the California Healthy Kids Survey in the Spring of 2023. The survey will be completed by students in grades 5,7,9 and 11.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: Mental and Socio-emotional Wellness

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

The CHKS is administered annually as specified in the ECS LCAP (Goal #2). The results from the CHKS are also reported within the ECS Strategic Plan Priority Area #3 - Mental and Socio-Emotional Wellness.

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

The approximate cost to the District is \$700 (.40 cents per student and \$150 set-up fee).

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

Lisa Claussen, Director of Student Services

ATTACHMENTS:

Description

▣ WestEd MOU

CALIFORNIA SURVEY SYSTEM

MEMORANDUM OF UNDERSTANDING • 2022/23 SCHOOL YEAR

DISTRICT NAME: Eureka City Schools

This agreement outlines conditions to be met by the above-named district (the "District") and WestEd as they relate to access to and the administration of the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS), which are part of the comprehensive CalSCHLS data system, developed by WestEd under contract with the California Department of Education (CDE). Survey access will not be granted until a signed copy of this Memorandum of Understanding (MOU) is received.

I. DISTRICT AGREES TO:

- **Coordination.** Provide one district-level contact person for each participating district.
- **Surveys.** Administer each CalSCHLS survey selected by District (CHKS, CSSS, and/or CSPS) according to the procedures in the CalSCHLS Administration Instructions. Ensure that each survey administered is the most recent version.
- **Data Submission and Report Preparation.** Notify CalSCHLS Regional Center staff upon completion of each survey administration per the guidelines provided at registration.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) ADMINISTRATION

- **Grades and Schools.** Survey Grades 3 through 12 as appropriate within the District. Provide current student enrollment figures for all schools by grade level.
- **Parent Consent.** Follow the active parental consent process with grades below seven, and passive parental consent with Grade 7 and above.
 - Follow written school board policy for active and/or passive consent and provide notification to parents of the approximate date(s) of survey administration and the availability of survey instruments for review at school and/or district offices. This is required regardless of consent type.
- **Privacy of Students.** Preserve respondent privacy and the confidentiality of the responses by ensuring that the room set-up prevents anyone from observing how the respondent is answering the survey questions and ensure that reasonable measures are taken to protect the responses after they are collected.
- **Assurance of Confidentiality Agreement.** Ensure that all teachers/proctors assigned to administer the survey sign the Assurance of Confidentiality Agreement and read the Introductory Script to students.
- **Response Rates.** Make best efforts to obtain a response rate of at least 70% of students in surveyed grades.

CALIFORNIA SCHOOL STAFF SURVEY (CSSS) ADMINISTRATION

- Ensure that all staff at participating schools have the opportunity to complete the online survey (CSSS) at each school and for each grade level.

CALIFORNIA SCHOOL PARENT SURVEY (CSPS) ADMINISTRATION

- Coordinate with CalSCHLS staff regarding the administration of online and paper parent survey materials.

- Administer the CSPS to all parents, guardians, or other caregivers of students in all grades and schools in the district.
- Each family (parent/guardian/caregiver) should complete only one survey per school regardless of number of children enrolled in that school.

PAYMENT

Make payment of all CalSCHLS fees, at the current rates for the applicable school year within thirty (30) days of completion of services and receipt of deliverables. See attached fee schedule for the 2022-2023 school year.

II. WESTED AGREES TO PROVIDE:

- Comprehensive technical assistance via email and phone.
- Access to the CHKS online system.
- Access to the CSSS online system.
- Access to the CSPS online system and master copy of the survey instrument for paper administration.
- Access to the CalSCHLS System website (calschls.org).
- Access to the integrated CalSCHLS Administration Instructions on each of the survey websites, which shall cover the tasks that need to be performed in conducting the surveys, and provide step-by-step instructions to District staff with responsibility for coordinating the survey.
- Access to the CalSCHLS Administration PowerPoint presentation, which shall be posted on the CalSCHLS website.
- Monthly editions of the School Climate Connection Newsletter during the school year.
- Scanning and online services.
- District-level reports within six to ten weeks after receipt of accurate and complete survey information and materials.

III. ACCESS

Under the Public Records Act, any third-party (for example, the media) can request existing district reports from CDE. Raw data may be provided to public agencies and research agencies by request for analyses only after the requesting agency has executed an agreement with WestEd and/or CDE and has agreed to conditions of strict confidentiality in compliance with state and federal regulations including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99), the California Information Practices Act (California Civil Code § 1798 et. seq.), and the Privacy Act of 1974, as amended (5 U.S.C. § 552).

CalSCHLS Regional Center staff post District CalSCHLS reports (CHKS and CSSS) to the CalSCHLS System websites in November of the year following survey administration.

IV. CONFIDENTIALITY AGREEMENT

Districts agreeing to administer any of the CalSCHLS surveys (CHKS, CSSS, and CSPS), understand that data will be subject to the conditions stated above. Once produced, district-level reports will be available to outside agencies via the website or upon request, and raw data may be provided to public and research agencies for analysis under strict conditions of confidentiality.

District further agrees to use the CalSCHLS surveys only for use in its own district, and only for so long as this MOU is in effect. Upon expiration or termination of this MOU, District agrees to return all CalSCHLS materials to WestEd or CDE.

V. GENERAL TERMS AND CONDITIONS

- a. Terms. This MOU is effective on September 1, 2022 and expires on June 30, 2023.
- b. Amendments. This MOU may be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be in writing and signed by both parties.
- c. Severability. The provisions of this MOU are severable and the unenforceability of any provision of this MOU shall not affect the enforceability of any other provision hereof.
- d. Limitation of Liability. Each party shall bear all costs, risk, and liabilities incurred by it arising out of its obligations and efforts under this MOU. Neither party shall have any right to reimbursement, payment or compensation of any kind from the other party, unless expressly agreed to in writing.
- e. Indemnification. District shall defend, indemnify, and hold WestEd, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claim for injury or damages are caused by or resulting from the negligent or intentional acts or omissions of District, its officers, agents, or employees.

WestEd shall defend, indemnify, and hold District, its officers, agents, and employees harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or resulting from the negligent or intentional acts or omissions of WestEd, its officers, agents, or employees.

- f. Dispute resolution. District and WestEd shall exercise commercially reasonable efforts to settle any claim, controversy, or dispute (collectively, "Dispute") arising out of or relating to this MOU. The parties shall discuss any Dispute no later than thirty (30) days after either party gives written notice to the other party of a Dispute, including the legal and factual basis for such Dispute. No arbitration or other proceeding may be commenced before the parties have met pursuant to this provision. In the event that a Dispute cannot be resolved through good faith negotiations, the parties agree that such Dispute shall be finally settled through binding arbitration. The arbitration shall be administered by JAMS, in San Francisco, California, pursuant to its Comprehensive Arbitration Rules and Procedures. The decision of the arbitrator shall be final and conclusive upon the parties. Judgment on the award rendered by the arbitrators may be entered in any court having jurisdiction. Notwithstanding the foregoing, either party may seek injunctive or provisional relief to protect confidential information at any time.
- g. Assignment. District shall not voluntarily or by operation of law, assign or otherwise transfer its rights or obligations under this MOU without prior written consent from WestEd. Any purported assignment in violation of this paragraph shall be void.
- h. Execution. This MOU has been negotiated by all parties and shall not be strictly construed against the parties. This MOU may be executed in one or more original, electronic, or faxed counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument. Each of the persons signing this MOU represents that he or she has the authority to sign on behalf of and bind their respective party.

California Survey Administration Fees 2022-2023

All Fees Based on CDE Subsidized Rate

For more information call your CalSCHLS HelpLine at 562.799.5161

Password Protected Data Dashboard – \$75 per eligible school

Districts may purchase a two-year subscription to a password-protected, private data dashboard that displays up to ten years of CalSCHLS data at the district-level and individual school level at the subsidized rate of \$75 per eligible school.

	CHKS Student	CSSS Staff	CSPS Parent
Survey Set-up Fee – per survey type	\$150	\$150*	\$150
Enrollment Fee – per student enrolled	\$0.40		
Paper Processing Fee –per parent paper copy returned for processing			\$0.40
Supplementary Modules – each supplemental module	\$100	\$100	\$100
School Reports – per school; includes School Climate Report Card and Mental Health Report; CHKS elementary and CHKS secondary are separate fees	\$75	\$75	\$75
District Raw Data – per data set	\$75	\$75	\$75
County-Wide Raw Data – per data set	\$500	\$500	\$500
County-Wide Report – per report	\$500	\$500	

* If you are a district surveying less than 100 students, the CSSS Survey Set-up Fee will be waived.

Custom Services

Custom Modules – \$200 development fee for every three questions or fraction thereof; \$100 subsequent use of same module (with no changes)

Custom Workshops – \$125 per hour (preparation, travel, and presentation time), plus travel expenses

Other Custom Requests – \$100 per hour

By signing this document, the named District and WestEd signify that each party, has reviewed, understands, agrees to, and will comply with the terms and conditions stated above.


District Representative:


Signature

Sheri Jensen
Printed name

12/2/22
Date

WestEd Staff:


Mike Neuenfeldt (Dec 9, 2022 01:44 PST)
Signature

Mike Neuenfeldt
Printed name

Dec 9, 2022
Date

AGENDA ITEM

Agenda Title: Approval of Two New Classified Management Job Descriptions, Communications and Marketing Coordinator and Network Administrator, and Approval of Revised Classified Management Salary Schedule

Meeting Date: January 12, 2023

Item: Consent

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

The Board is asked to approve job descriptions for two new Classified Management positions, the Communications and Marketing Coordinator and the Network Administrator, and to approve the revised Classified Management Salary Schedule to include the new positions.

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

The Communications and Marketing Coordinator is created to provide leadership and direction for public relations, marketing programs, community engagement, media relations, and internal and external communications, and tells the story of learning in Eureka City Schools.

The Network Administrator serves as the subject matter expert for all aspects of the District Information Technology data network and is the primary point of contact for data network related collaboration; assures the effective planning, design, evaluation, modification, and maintenance of data networks, and performs a variety of high level and hands-on technical work on wide area data networks.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 7: Human Resources

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

N/A

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

The recommended placement for the Communications and Marketing Coordinator is

Classified Management, Class III, 228 work days. The recommended placement for the Network Administrator is Classified Management, Class IV, 228 work days.

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

Renae M. Will, Executive Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- ▣ Communications and Marketing Coordinator Job Description
- ▣ Network Administrator Job Description
- ▣ Classified Management Salary Schedule Revised

Communications and Marketing Coordinator

Purpose Statement

The Communications and Marketing Coordinator provides leadership and direction for public relations, marketing programs, community engagement, media relations, internal and external communications, and tells the story of learning in Eureka City Schools. This position will create, maintain, and oversee social and digital media presence, video production, and written communications; assists in capturing and editing photography for video, graphic, and website applications.

Essential Functions

1. Responsible for the story-boarding, development, and production of social and digital media content for District-wide events and multi-purpose uses.
2. Prepares and composes marketing and media materials for the District (e.g. creating social and digital media, television, and radio campaigns).
3. Communicates District priorities such as the Board's Strategic Plan, Portrait of a Graduate, enrollment, family engagement, and the importance of staff and student attendance.
4. Develops and implements a positive communications and public relations plan aimed at improving internal culture as well as increasing positive public perception.
5. Identifies current issues and concerns, develops strategies for responding, and interacts with diverse groups to address needs.
6. Designs, produces and edits major District publications and presentations in print and electronic formats for internal and external audiences.
7. Produces and edits content for immediate release as well as building a library of footage to be used for future projects.
8. Travels to various locations within the District and surrounding community to develop and research newsworthy content.
9. Generates digital and print communication tools that align with the District/Superintendent's priorities.
10. Under direction of the Superintendent, designs the strategy and production timeline to develop the message of learning in Eureka City Schools through digital and print environments.
11. Assists in identifying, developing and achieving District communication goals that support a culture of collaboration for students, staff, parents, and the community.
12. May serve as District spokesperson.
13. Captures studio-quality video and photo images.
14. Monitors the District's and school sites' social media and online presence. Implements additional social media presence (i.e. Twitter, additional Instagram accounts), as needed.
15. Identifies and resolves issues with promotional content in a timely and professional manner.
16. Operates a variety of audio, video and computer equipment for the purpose of producing informational products.
17. Assists with presenting information to internal and external audiences.

18. Assists with the planning and coordinating of District events.
19. Assists schools and departments with development of communication materials.
20. Collaborates and communicates regularly with District leaders to create appropriate content within established parameters in a timely manner.
21. Maintains good working relationships with media and key community organizations.
22. Supervise press release planning, writing, and distribution at the site and District-level.
23. Enhances and grows the overall video brand messaging strategy.
24. Records and produces audio for use within and in addition to video (i.e. Podcasts).
25. Captures archival events and captures live stream events.
26. May perform or assist as audio technician for various live events.
27. Ability to attend site and District-level events outside of regular working hours, as needed.
28. Ability to serve as an effective and positive representative of Eureka City Schools.
29. Performs other related duties as assigned.

Personal Characteristics

- The ideal candidate is a highly personable, systematic, and extremely organized individual with excellent writing skills who deeply believes in the mission of Eureka City Schools and is committed to helping build a culture where all students reach their highest potential.
- Possesses personal characteristics generally recognized as essential for good public employees including integrity, initiative, emotional maturity, dependability, courtesy, good judgment, ability to work independently as well as cooperatively with others.
- Dynamic, dedicated, and motivated individual committed to continuous improvement, results-driven, and eager to work in a diverse community.
- Demonstrates sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students and staff, families and the community.
- Understanding of social media best practices, including platforms and their respective participants (Facebook, Instagram, Twitter, etc.) and how they can be deployed in different scenarios.
- Effective oral and written communication skills, including public speaking.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.

Position Qualifications

Knowledge of:

Theory, principles, practices, and methods associated with filming, editing, and video production; generating and producing digital content; various types of audio, video, and computer equipment; software and programs used to produce and edit publications and other media.

Ability to:

Design, create, produce, and edit various types of audio, video, visual, and digital content; produce content for various online platforms as well and printed, live and recorded media;

operate audio and visual equipment to capture and produce digital content; use a variety of software programs to edit and produce content; communicate effectively both orally and in writing; establish and maintain effective and cooperative working relationships; serve as District spokesperson; communicate complex/sensitive issues; and provide excellent customer service.

Physical Abilities/Environment:

Physically and mentally able to perform the essential duties of this position without hazard to themselves or others. Ability to crawl, sit, stand, walk, bend, stoop, kneel and twist; lift and carry 25 pounds of materials; reach in all directions; adequate sight or corrected vision for the purpose of reading directions and printed or written materials; hear and speak to communicate effectively with coworkers and system users; dexterity of hands and fingers to operate equipment; sit or stand for extended periods of time. Mentally able to act calmly, effectively and efficiently to resolve system problems without becoming stressed or causing others to become stressed. May work in both in-door and out-door conditions.

Experience:

- At least three (3) years of experience in creating, editing, and producing videos and other social media and digital content.
- Communications experience and creative awareness/interest in designing materials to promote the District.
- Experience or interest in learning marketing design programs (i.e., InDesign, Canva, etc.)

Education:

Qualified candidates will possess a Bachelor's degree from a four-year accredited college or university in a relevant field such as journalism, advertising, marketing, English, and public relations AND three to five years of experience in public relations and marketing, including creating, editing, and producing videos and other social media and digital content.

Community College or Vocational School with study in job related area, or job related experience, may also be considered. Demonstrated experience and confidence in managing marketing and/or communications is required.

License Requirement:

Holds and maintains a valid California driver's license.

Clearances

Criminal Justice/Fingerprint Clearance

FLSA Status

Exempt

Salary Grade

Classified Management Class III, 228 Work Days

Network Administrator

Purpose Statement

Under direction of the Director of Information Technology, serves as a subject matter expert for all aspects of the District Information Technology (IT) data network and primary point of contact for data network related collaboration; assures the effective planning, design, evaluation, modification, and maintenance of data networks; and performs a variety of high-level and hands-on technical work on wide area data networks, including the design, engineering, and operations of Internet and intranet servers. Provides guidance, training and support to IT Specialists for elevated service requests as needed.

Essential Functions

The following duties are typical for this classification. The Network Administrator may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs, changing business practices, and new technologies.

- Administers the district-wide data networks including Internet and intranet, wide area networks, and local area networks; configures access to District IT servers and maintains and monitors security; adds/maintains domains to the network using appropriate naming conventions and standards.
- Advises supervisor on new software releases including network equipment and firewalls to ensure district-wide standards and security are maintained.
- Maintains district-wide content filters to mitigate email-based security threats and ensures continuity of service.
- Acts as primary point of contact for the maintenance and monitoring of District IT datacenter power and cooling needs, including site MDF and IDF locations.
- Monitors district-wide network operations using network management software; maintains district-wide networking infrastructure; monitors district-wide network traffic to identify problems, malfunctions, and network security threats.
- Maintains anti-virus and patching systems to ensure latest updates are applied; identifies and eliminates malware threats.
- Evaluates District Services and District-wide network systems and analyzes requirements; develops plans and designs, prepares detailed technical operational specifications or requests for proposals, and prepares other documentation required for the purchase, development, and implementation of system enhancements.
- Analyzes technical problems in the operation of District services and District-wide networks and network equipment; initiates appropriate corrective action.
- Provides District-wide assistance in developing medium and long range network plans; develops cost estimates; researches and recommends alternatives regarding operational requirements and budgetary constraints; maintains current knowledge of new technologies for potential application to District.

- Recommends data communications standards and cost effective methods of data transmission; continually reviews current methods of data transmission; evaluates the use of new transmission technologies.
- Interacts and coordinates with IT specialists, vendor service technicians, and consultants in the installation and maintenance of data communications systems.
- Creates and maintains documentation of District-wide network topology diagrams and network facilities, including cabling, conduit, and equipment.
- Performs other related duties as required.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or to be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

- Administration of data networks (LAN/WAN) in a large, complex organization.
- Applicable data and network standards and applications.
- Server and desktop application software.
- Operational characteristics of Windows and Linux operating systems.
- Programming languages and web server software.
- Principles of data backup, disaster recovery, and cybersecurity practices.
- Principles and practices of basic data communication circuitry.
- Equipment and materials currently available for new and revised data network installations.
- Network server installation and maintenance techniques.
- Use of tools and equipment required for installation, maintenance and testing of data communication circuits and wiring.

Ability to:

- Administer the District Services and District-wide local and wide area networks (LAN/WAN).
- Work collaboratively to plan and organize large projects requiring the involvement of several departments.
- Design or modify a variety of network and electronic systems, phone systems, public address (PA) systems, and related equipment.
- Make system-programming changes to network equipment and related systems.
- Install or repair various computer and network components.
- Ensure optimum operation and efficiency of student and staff data, web and directory services.
- Evaluate existing network needs and requests and recommend system design modifications or equipment purchases.
- Analyze technical problems accurately and recommend or take an effective course of action.
- Work independently with minimal direct supervision.

- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE GUIDELINES

Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:

Equivalent to a Bachelor's degree from an accredited college or university with major course work in a technical field such as computer science or current certification in data communications or network technology. The District may accept extensive and directly-relevant work experience as a substitute for education.

Experience:

Four years of increasingly responsible technical work experience in network service operations as a network technician and/or in an IT specialist role.

WORKING ENVIRONMENT AND PHYSICAL DEMANDS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job, with or without reasonable accommodation.

Work Environment:

Work is performed primarily in a standard office setting. Duties are typically performed at a desk or computer terminal; subject to noise from office equipment operation; frequent interruptions and contact in-person and on the telephone with certificated staff, classified staff, and others. At least minimal environmental controls are in place to assure health and comfort.

Physical Demands:

Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information. Vision: See in the normal visual range with or without correction.

License Requirement:

Holds and maintains a valid California driver's license.

Clearances

Criminal Justice/Fingerprint Clearance

FLSA Status

Exempt

Salary Grade

Classified Management Class IV, 228 Work Days

Classified Management Salary Schedule Based on Per Diem

Effective December 1, 2022

() Indicates number of work days per year.

Step	Class II	Class III	Class IV	Class V	Class VI	Class VII	Class VIII	Class IX
1	252	312	349	394	436	488	565	813
2	255	317	354	400	442	496	573	813
3	258	322	359	406	448	503	583	813
4	263	328	364	413	455	510	591	813
5	267	333	370	419	462	518	600	813
6	271	338	375	425	469	525	608	813
7	275	343	380	432	477	533	617	813
8	279	349	386	438	484	542	627	813
9	284	354	393	444	491	550	637	813
10	288	359	399	450	499	559	647	813
11	292	364	405	458	506	567	656	813
12	296	370	412	465	513	575	666	813
13	300	375	418	473	521	584	676	813
14	305	380	424	480	529	592	686	813
15	309	386	431	487	538	602	696	813
16	313	393	437	495	546	611	708	813
17	318	399	443	502	554	621	718	813
18	323	405	449	509	563	630	730	813
19	329	412	456	517	571	639	740	813
20	334	418	463	524	580	649	752	813
	Student Services Coordinator (190)	Executive Assist to the Superintend (220)	Network Admin (228)	Project Mgr HCMHDG (186)	Director of Information Technology (228)	Director of Personnel Services and Public Affairs (220)	Exec Dir of Personnel Services and Public Affairs (220)	Assist Sup. Business Services (CBO) (220)
	District Safety and Security Coordinator (206)	Comm and Marketing Coordinator (228)		Board Cert Behavioral Analyst (192)				
	Assist Athletic Director (206)	Director of Maint (228)		Coordinator Homeless/ Foster Youth and MFRC (195)	Director of Fiscal Services (228)			
	Student Services Navigator (190)	Director of Food Services (228)	Director of Transport/ Ops/Risk Mgmt (228)	Mental Health/Crisis Counselor (195)	Director of Maint, Facilities, and Operations (228)			
	Assist Dir of Transport/ Risk Mgmt (228)	Director of Transport/ Risk Mgmt (228)		Director of Maint and Facilities (228)				

Board Approved January 12, 2023

AGENDA ITEM

Agenda Title: Enrollment and Attendance Update

Meeting Date: January 12, 2023

Item: Discussion

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

The Governing Board will receive an update regarding District enrollment and attendance.

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

The Board will receive a report comparing current enrollment and attendance to prior periods.

STRATEGIC PLAN/PRIORITY AREA:

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 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

Enrollment & Attendance Update



January 12, 2023
Presented by Paul Ziegler
Assistant Superintendent

ENROLLMENT

- The number of students registered to attend Eureka City Schools on any given day

ATTENDANCE

- The number of students actually attending school on any given day

AVERAGE DAILY ATTENDANCE (ADA)

- Daily Attendance, averaged over each school day through end of P-2

ATTENDANCE RATIO

- Number of enrolled students attending school on each given day

ENROLLMENT / ATTENDANCE REPORTS

CBEDS: California Basic Education Data System.
The statewide system of collecting enrollment, staffing and salary data on “Information Day”, the first Wednesday of October.

ENROLLMENT / ATTENDANCE REPORTS

School agencies report their attendance three times during a school year.

- **The First Principal Apportionment (P-1 Count)** covers the period from July 1 through the last school month ending on or before December 31 of a school year
 - A “school month” is a four week period that does not necessarily correspond to the calendar year
- **The Second Principal Apportionment (P-2 Count)** covers the period from July 1 through the last school month ending on or before April 15 of a school year
- **Annual ADA** is based on the count from July 1 through June 30

The final recalculation of the apportionment is based on a school agency’s P-2 ADA Count.

LCFF BASE Revenue is determined by multiplying:

Grade Span per ADA amount

X

ADA for each Grade Span

- 2022/23 **BASE REVENUE** per ADA ranges from \$9,166 for TK-3 up to \$11,102 for 9-12;
Unweighted average Grade Span per ADA is \$9,788.

EUREKA CITY SCHOOLS CBEDS Results

	2013-14	2014-15	2015-16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	Change
TK	51	59	56	56	45	57	60	33	58	72	14
K	254	254	247	246	249	212	239	201	232	214	(18)
1	254	260	253	245	242	235	215	235	210	232	22
2	284	248	269	251	239	232	222	208	236	212	(24)
	843	821	825	798	775	736	736	677	736	730	(6)
3	266	273	251	261	251	214	224	211	217	219	2
4	237	277	263	239	249	230	209	216	214	222	8
5	251	232	281	263	237	245	222	209	214	206	(8)
	754	782	795	763	737	689	655	636	645	647	2
6	256	266	263	298	262	231	259	224	216	223	7
7	342	309	345	337	381	365	345	345	320	302	(18)
8	287	350	297	351	325	360	372	344	348	308	(40)
	885	925	905	986	968	956	976	913	884	833	(51)
9	333	287	345	313	347	305	391	353	360	357	(3)
10	288	312	281	326	300	326	298	364	356	325	(31)
11	308	274	301	273	323	300	322	281	351	343	(8)
12	315	321	282	308	288	331	296	316	287	345	58
Un Gr	0	0	0	0	0	0	0	0	0	0	0
	1,244	1,194	1,209	1,220	1,258	1,262	1,307	1,314	1,354	1,370	16
Grand Total	3,726	3,722	3,734	3,767	3,738	3,643	3,674	3,540	3,619	3,580	(39)

Annual
Change

56 (4) 12 33 (29) (95) 31 (134) 79 (39)

P-2 ADA	3,521.70	3,510.67	3,534.39	3,539.28	3,479.85	3,405.62	3,449.54	3,363.14	3,212.97	---
% of CBEDS	94.52%	94.32%	94.65%	93.95%	93.09%	93.48%	93.89%	95.00%	88.78%	93.85%
Projected P-2										3,360.00

HUMBOLDT COUNTY-WIDE INFORMATION DAY ENROLLMENT

All Grades

	<u>Total TK-12</u>	<u>Change From Previous Year</u>
2015/16	18,720	---
2016/17	18,524	(196)
2017/18	18,573	49
2018/19*	18,492	(81)
2019/20*	18,083	(409)
2020/21	17,616	(467)
2021/22	17,578	(38)
2022/23**	17,527	(51)

* Adjusted to reflect reconfiguration of Mattole Valley Charter Schools

** Based on preliminary report from Humboldt County Office of Education

Information Day 2022-23

SCHOOL ENROLLMENT BY SITE AND GRADE LEVEL

School Site	TK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	TOTAL
Alice Birney Elementary	23	72	53	51	77	58	58								392
Grant Elementary	16	20	50	49	27	47	38								247
Lafayette Elementary	11	48	50	37	37	27	29								239
Washington Elementary	22	74	79	75	78	90	81								499
Winship Middle								89	156	155					400
Zane Middle								134	146	153					433
Eureka High School											357	324	310	304	1,295
Zoe Barnum High												1	33	41	75
TOTALS BY GRADE	72	214	232	212	219	222	206	223	302	308	357	325	343	345	3,580

1.17 - FRPM/English Learner/Foster Youth - Count

Academic Year: 2022-2023	Gender: ALL	User ID: pimentelk@eurekacityschools.org
View: ODS	School Type: Continuation High Schools, District Community Day Schools, Elementary Schools (Public), High Schools (Public), Intermediate/Middle Schools (Public), K-12 Schools (Public), N/A, Special Education Schools (Public), Unified School District	Created Date: 12-30-2022
As Of: 10/5/2022	School: ALL	LEA: Eureka City Schools

Non-Charter School(s)												
Free/Reduced Meal Eligibility Counts Based On:												
School Code	School Name	Total Enrollment	Free & Reduced Meal Program : 181/182	Foster	Tribal Foster Youth	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible (3)	Unduplicated %
6007751	Alice Birney Elementary	392	348	4	0	40	0	300	354	138	361	92.09%
6057376	Catherine L. Zane Middle	433	310	3	0	13	0	246	315	92	323	74.60%
1232206	Eureka Senior High	1,295	806	9	0	42	0	600	821	148	841	64.94%
6007777	Grant Elementary	247	200	3	0	12	0	174	200	38	205	83.00%
6007793	Lafayette Elementary	239	191	5	0	25	0	155	196	77	206	86.19%
6007827	Washington Elementary	499	340	7	0	21	2	271	344	65	349	69.94%
0127407	Winship Middle	400	272	6	0	21	0	203	275	65	280	70.00%
1232057	Zoe Barnum High	75	57	4	0	10	0	51	60	6	61	81.33%
TOTAL - Selected Schools		3,580	2,524	41	0	184	2	2,000	2,565	629	2,626	73.35%

**EUREKA CITY SCHOOLS
ADA SITE INCENTIVE TRACKING**

		2021-22		2022-23 YTD								
BASE YEAR 2021-22		Month 4	CBEDS 2022-23	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Differenc e + / (-)
ALICE BIRNEY	89.57%	91.30%	392	91.72%	92.01%	90.61%	89.93%					-1.37%
GRANT	90.41%	91.13%	247	91.96%	92.23%	91.23%	89.14%					-1.99%
LAFAYETTE	91.34%	93.15%	239	93.47%	93.30%	92.34%	91.16%					-1.99%
WASHINGTON	92.76%	93.48%	499	93.52%	92.94%	92.22%	90.83%					-2.65%
WINSHIP	86.76%	88.39%	400	93.11%	92.85%	92.29%	91.01%					2.63%
ZANE	90.22%	91.81%	433	93.63%	92.63%	91.68%	90.62%					-1.19%
EUREKA HIGH	91.20%	93.19%	1,295	93.77%	93.54%	92.76%	92.24%					-0.95%
ZOE BARNUM	63.12%	67.55%	75	78.65%	74.40%	72.51%	70.53%					2.98%
DISTRICT WIDE TOTAL	89.94%	91.61%	3,580	92.98%	92.61%	91.72%	90.72%					-0.90%

CALCULATION OF LCFF REVENUE

	Average Daily Attendance (<u>ADA</u>)		Average Grade Span <u>Per ADA Amount</u>		Projected 2022/23 <u>LCFF Revenue</u>
LCFF BASE REVENUE	3,523.89	X	\$9,788	=	\$34,491,815
SUPPLEMENTAL & CONCENTRATION ADD-ON/GRADE SPAN ADJUSTMENT	3,523.89	X	\$2,510	=	\$8,846,347
	---		---		<u>\$2,022,668</u>
TOTAL LCFF REVENUE			<u>\$12,298</u>	=	<u>\$45,360,830</u>

LCFF REVENUE PER STUDENT

AVERAGE ANNUAL LCFF TOTAL REVENUE PER STUDENT **\$12,298**

AVERAGE DAILY LCFF BASE REVENUE PER STUDENT **\$54**

AVERAGE DAILY LCFF TOTAL REVENUE PER STUDENT **\$68**

1% CHANGE IN ATTENDANCE RATIO **\$441,000**

AGENDA ITEM

Agenda Title: Update on Governor's Proposal for the 2023-2024 State Budget
Meeting Date: January 12, 2023
Item: Discussion

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

The Governing Board will receive a report on the Governor's Budget Proposal for 2023-24.

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

The Governor provided an economic forecast and financial plan for the state in early January, 2023, with the release of the Governor's Budget Proposal for 2023-24. The Assistant Superintendent of Business Services will attend the Governor's Budget Workshop on January 18, 2023.

STRATEGIC PLAN/PRIORITY AREA:

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

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

This is an annual report to the Board.

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

Potential fiscal impacts on Eureka City Schools budget will be part of the report.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Overview of the Governor's Proposal

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Overview of the Governor's Proposals for the 2023-24 State Budget and K-12 Education



Copyright 2023 School Services of California, Inc.

posted January 10, 2023

Overview of the Governor's Budget Proposals

Today, California seemed to turn the page in State Budget development: from COVID-19 pandemic budgeting since May 2020 to more business as usual. And unfortunately for Governor Gavin Newsom, business as usual comes with a softening economy.

Thankfully, California is better prepared to weather the proverbial storm due to the significant rainy-day deposits and investments made during the good years that allows the state to address an estimated budget gap of \$22.5 billion with relatively little disruption through funding delays, shifts, and some reductions. Perhaps foreshadowing a more gloomy May Revision on the horizon, Governor Newsom purposefully chose *not* to draw from the state's reserve accounts to close the budget gap. He is likely holding that option back in case the economic dam breaks.

For education, Governor Newsom proposes a State Budget to preserve investments made during the boom years; the number of significant changes for 2023-24 can be counted on one hand. However, the changes proposed, as we will detail in this article, are significant for local educational agencies (LEAs) across the state and include a proposed mid-year cut to previously budgeted one-time funds. But at least for now, gone are the litany of new ongoing and one-time categorical programs that have filled the Proposition 98 guarantee during those years.

The Economy and Revenues

Governor Newsom assumes a slowing but still growing economy at the national and state level; however, identified risks to his assumptions are strewn throughout his budget proposal. In fact, the Governor began his press conference standing beside a chart showing a sharp decline in capital gains revenues as a percentage of personal income, which he referred to as the California economy's electrocardiogram, or EKG. This is because the largest source of state General Fund revenues is derived from taxes on personal income, including capital gains. One percent of the state's highest income earners generated over 26% of all gross income and they paid 49% of all personal income taxes in 2020. According to the Governor's Budget Summary, "[t]hese two related phenomena—significant reliance of the General Fund on capital gains and on taxes paid by a small portion of the population—underscore the difficulty in forecasting personal income tax revenue" and, by extension, General Fund revenues.

To underscore the state's reliance on its richest residents, capital gains revenue has made up between 8.5% and 12.6% of total annual General Fund revenues over the last decade. The Governor's Budget assumes a modest reduction in the share of revenues that come from stock market investments in 2023 to 8.3%, consistent with the assumption that the overall economy is cooling (while avoiding a recession). Importantly, the Newsom Administration assumes that Wall Street investors will remain cool-headed and that each of the major market indexes will not decline and instead will grow modestly from their November 2022 levels.

This may prove to be a risky assumption. As it is, the Governor's Budget recognizes a budget shortfall of \$29.5 billion over the three-year budget window (2021-22, 2022-23, and 2023-24). Despite this somber picture, Governor Newsom manages to present a balanced budget proposal without dipping into reserves. If the economy worsens from the assumptions he uses to build his

budget—such as protracted and sustained inflation, slower growth in personal income, and contracting employment—he and lawmakers may need to dip their hands into rainy day funds to avoid untenable budget reductions to programs and services, including public education, that they value.

Relative to the key General Fund drivers, the Governor's Budget makes significant reductions to the "Big Three" tax revenues relative to the 2022-23 Enacted Budget across the three-year budget window, for a total downward adjustment of \$31.7 billion.

**Big Three Tax Revenues
(in millions)**

	2021-22		2022-23		2023-24	
	2022-23 Enacted Budget	Governor's Budget	2022-23 Enacted Budget	Governor's Budget	2022-23 Enacted Budget	Governor's Budget
Personal Income Tax	\$136,497	\$136,762	\$137,506	\$128,905	\$143,755	\$126,695
Corporation Tax	\$46,395	\$45,298	\$38,464	\$38,482	\$42,013	\$39,308
Sales and Use Tax	\$32,750	\$32,915	\$33,992	\$32,851	\$35,145	\$33,599

Again, the Governor's Budget revenue estimates do not forecast a recession—even a mild one—and contain underlying assumptions that would significantly impact state revenues, particularly personal income tax revenues.

The 2022-23 Enacted Budget's reliance on one-time spending (93% of new money was committed to one-time expenses) provides some budget resilience moving into 2023-24. Additionally, reserves will cushion further declines in state revenues. But the Governor's Budget is balanced delicately on what some may say are risky assumptions.

Proposition 98 Minimum Guarantee, Reserve, and Local Reserve Cap

As expected, given trends in state General Fund revenues, the Proposition 98 minimum guarantee for K-12 and community college education has declined relative to the 2022-23 Enacted Budget. Specifically, the Governor estimates the minimum guarantee for fiscal year 2023-24 to be \$108.8 billion, representing a \$1.5 billion reduction compared to Enacted Budget estimates. Test 1 remains operative through the budget window (2021-22, 2022-23, and 2023-24), meaning that public education funding is a simple percentage of General Fund revenues (approximately 38%). The Proposition 98 minimum guarantee decreases by \$4.7 billion over the three-year period.

Proposition 98 Minimum Guarantee

2021-22		2022-23	
2022-23 Enacted Budget	Governor's Budget	2022-23 Enacted Budget	Governor's Budget
\$110.2 billion	\$110.4 billion	\$110.4 billion	\$106.9 billion
Change	(\$200 million)	Change	(\$3.5 billion)

General Fund expenditures toward the minimum guarantee decrease in the Governor's Budget due to offsetting increases in local property taxes. For 2022-23, the General Fund portion of Proposition 98 is estimated to decrease by \$153 million. Additionally, General Fund expenditures for Proposition 98 decrease by \$1.3 billion in 2023-24. Together, these adjustments result in a General Fund savings of approximately \$1.5 billion, which will be partially encumbered by a required adjustment to the minimum guarantee from transitional kindergarten (TK).

The Governor's Budget maintains the commitment to expand TK, requiring a "rebench" of the Test 1 minimum guarantee percentage for the increased cost of serving more TK students. The TK rebench increases public education's share of General Fund revenues from 38.3% to 38.6%. Further, the passage of Proposition 28 (2022), the Arts and Music in Schools—Funding Guarantee and Accountability Act, will require the state to rebench Proposition 98 in 2024-25 for the additional revenue set aside for arts and music instruction in public education.

Proposition 98 Reserve

Deposits to and withdrawals from the Public School System Stabilization Account (Proposition 98 Reserve) are formula-driven and reliant on trends in state General Fund revenues inclusive of capital gains. The Governor's Budget revises prior-year deposits based on updated revenues, and estimates a required \$365 million deposit in 2023-24. The revised and estimated deposits result in an account balance of \$8.5 billion (down from \$9.5 billion in the 2022-23 Enacted Budget).

2021-22		2022-23	
2022-23 Enacted Budget	Governor's Budget	2022-23 Enacted Budget	Governor's Budget
\$4.0 billion	\$3.7 billion	\$2.2 billion	\$1.1 billion
Change	(\$300 million)	Change	(\$1.1 billion)

Despite the reduced deposits in 2021-22 and 2022-23, the 2022-23 Proposition 98 reserve account balance of \$8.1 billion continues to exceed 3% of K-12's share of the Proposition 98 minimum guarantee, which maintains the cap on local school district reserves in 2023-24.

Local Control Funding Formula and Cost-of-Living Adjustment

The Governor's Budget proposal estimates, and fully funds, a statutory cost-of-living adjustment (COLA) of 8.13% for the Local Control Funding Formula (LCFF), which is lower than the Legislative Analyst's Office (LAO) estimated in its November *Fiscal Outlook* report (8.73%). There are still two data points outstanding in order to calculate the final statutory COLA—one anticipated in a matter of weeks and the other at the end of April—so time will tell whether the Administration or the LAO have a clearer crystal ball.

The Governor's estimated COLA would also be applied to other education programs funded outside of the LCFF, including Special Education, Child Nutrition, State Preschool, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education program—as well as county offices of education and community colleges.

LCFF Entitlements for School Districts and Charter Schools

The base grants by grade span for 2023-24 are increased over 2022-23 by the estimated statutory COLA of 8.13%.

Grade Span	2022-23 Base Grant Per ADA*	8.13% COLA	2023-24 Base Grant Per ADA
TK-3	\$9,166	\$745	\$9,911
4-6	\$9,304	\$756	\$10,060
7-8	\$9,580	\$779	\$10,359
9-12	\$11,102	\$903	\$12,005
*Average daily attendance (ADA)			

The TK-3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$1,031 per ADA in 2023-24 and the grade 9-12 base grant per ADA is increased by \$312 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

Equity Multiplier

Recognizing persistent disparities in the outcome data of different student groups, the Governor proposes \$300 million ongoing Proposition 98 funds to establish an Equity Multiplier add-on to the LCFF. The funds will be distributed at the LEA level, but eligibility will be determined by school sites. Elementary and middle schools serving at least 90% of students that are eligible for federal free meals, and high schools serving at least 85% of students that are eligible for federal free meals, would generate the additional funds. LEAs that receive funds under this proposal would be required to use the additional funds on services and supports that directly benefit the eligible school.

To ensure LEAs are focused on addressing student group and school-level equity gaps, amendments to the Local Control and Accountability Plan will be unveiled later this month to complement the new Equity Multiplier LCFF funds. An LEA would be required to include its plan for the use of the Equity Multiplier funds in its LCAP, along with requirements for engagement of parents and communities in deciding how to invest the new funds at the eligible school. Additional anticipated changes will further refine the LCAP and System of Support more generally to better ensure that resources are allocated based on student needs and that related actions and services are effective in closing opportunity and outcome gaps.

This proposal is intended to address a commitment made by the Governor to Assemblymember Akilah Weber (D-La Mesa) last year after her bill to provide funding for the lowest performing student groups, Assembly Bill 2774, was shelved.

Special Education

The Governor's Budget proposes to apply the 8.13% COLA to special education, which would increase the per-ADA rate from \$820 in 2022-23 to \$886.66 in 2023-24. The Governor's summary highlights the significant funding and programmatic progress that's been made under his administration for students with disabilities while noting that the "state's special education system remains administratively complex and would benefit from continued programmatic reforms." With that in mind, the Governor proposes three changes in this area:

- Limiting the amount of additional funding that Special Education Local Plan Areas (SELPAs) are allowed to retain for non-direct student services before allocating special education base funding to their member LEAs

- Stabilizing current SELPA membership by extending the moratorium on the creation of new single-district SELPAs by two years from June 30, 2024, to June 30, 2026
- Increasing fiscal transparency by requiring the California Department of Education to post each SELPA's annual local plan, including their governance, budget, and services plans, on its website

Universal Transitional Kindergarten

The proposed State Budget continues the Governor's commitment to universal transitional kindergarten (UTK) despite leaner fiscal times. As scheduled, access to UTK will be expanded to include all children that turn five years old between September 2 and April 2. The Governor's Budget proposes \$690 million ongoing General Fund to implement this second year of UTK expansion. The Enacted Budget included a new requirement and funding for a student-to-staff ratio of 12:1 in TK classrooms, and the Budget includes \$165 million in ongoing Proposition 98 funding to accommodate the additional staff necessary to maintain this requirement given the additional students that will be served in the 2023-24 school year. In addition to these proposals for the budget year, 2022-23-year UTK investments are updated to reflect current enrollment and attendance data. The state saves approximately \$11 million in the current-year investment for UTK expansion and the 12:1 ratio requirement because of lower student enrollment and attendance numbers since the 2022-23 State Budget was enacted.

Early Childhood Education

The Governor's Budget maintains prior commitments to expand access to California's subsidized child care and preschool system by an additional 200,000 slots, but defers reaching this goal in 2023-24 to 2024-25 in recognition of the fact that not all existing slots have been filled.

While the Governor proposed to increase provider rates by an 8.13% COLA, his proposal provides little detail regarding transitioning California to a new reimbursement rate structure based on a cost-of-care approach, as recommended by the Joint Labor Management Committee in its November 2022 report. COLA results in a General Fund investment of \$301.7 million and \$112 million Proposition 98 investment for the California State Preschool Program (CSPP).

The Governor's Budget also proposes to continue implementation of CSPP policy changes from the 2022-23 Enacted Budget that includes increased provider rates to accommodate additional costs for serving three-year-olds, children with disabilities, dual language learners, and early mental health supports. This includes \$64.5 million Proposition 98 and \$51.8 million General Fund investments to maintain planned implementation in 2023-24. The appropriations accompany a requirement for CSPP providers to ensure that at least 7.5% of children they serve are children with disabilities.

Facilities

As part of the 2022-23 Enacted Budget, the Governor included funding to assist school districts with the modernization and construction of school facilities. While the funding for 2022-23 was appropriated as part of the Budget, no appropriations were made for future years. Instead, the Budget included "intent" language—noting the intention of the Legislature to provide funding in the out years. The Governor's Budget proposes adjustments—either lowering or delaying funding in order to address the state's anticipated budget gap.

The 2022-23 Enacted Budget included \$1.3 billion in 2022-23 for the School Facility Program and intent language for an additional \$2.1 billion appropriation in 2023-24 and \$875 million in 2024-25. The Governor's Budget proposes a decrease of \$100 million for 2023-24, reducing the proposed allocation from \$2.1 billion to \$2.0 billion.

Furthermore, the 2022-23 Enacted Budget appropriated \$100 million for the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program, with the intent to appropriate an additional \$550 million in 2023-24. The Governor's Budget proposes to delay the \$550 million investment by one year—from 2023-24 to 2024-25.

Lastly, consistent with the language included in the 2022-23 Enacted Budget, the Governor's Budget includes a one-time \$30 million Proposition 98 General Fund investment for the Charter School Facility Grant Program, which provides funding to charter schools to offset annual, ongoing facilities costs. As noted above, the program also receives the 8.13% COLA.

Literacy Categorical Proposals

Recent years have seen multiple sources of funding intended to improve student literacy through professional development, research, and additional staff.

The 2023-24 Governor's Budget proposes to continue investing in student literacy with an additional \$250 million in one-time funds for the Literacy Coaches and Reading Specialists Grant Program for the purpose of expanding the number of high-poverty schools receiving funding for training and hiring literacy coaches and reading specialists.

In addition to the investment of Proposition 98 funds, the proposed Budget includes \$1 million in non-Proposition 98 General Fund to establish a Literacy Roadmap to help LEAs use existing student literacy resources, guidance, and support with efficacy.

Art and Cultural Enrichment

Proposition 28 (2022)

The voter-approved Proposition 28 requires the state to provide arts and music funding for schools outside of the Proposition 98 minimum guarantee beginning with the 2023-24 fiscal year. Annual Proposition 28 funding is required to be equal to 1% of the K-12 share of the minimum guarantee from the prior fiscal year. The Administration estimates that it will cost \$941 million to fully fund the Proposition 28 obligation for the 2023-24 fiscal year. The Administration will likely not provide estimates for Proposition 28 until the May Revision, but you can find School Services of California Inc.'s preliminary estimates for LEAs [here](#).

Arts, Music, and Instructional Materials Discretionary Block Grant Reduction

The 2022-23 Enacted Budget included a one-time investment of \$3.5 billion for the Arts, Music, and Instructional Materials Discretionary Block Grant. However, given the obligation to fund Proposition 28 and the need for one-time funds to cover the costs of the LCFF in 2022-23 and 2023-24, the Governor proposes to reduce the Arts, Music, and Instructional Materials Discretionary Block Grant by \$1.2 billion. This reduction would take this one-time investment from approximately \$3.5 billion down to approximately \$2.3 billion in the current year.

Cultural Enrichment Experiences

The Governor's Budget also includes a one-time investment of \$100 million, or roughly \$200 per 12th grade student enrolled in public school, to enable LEAs to provide high school seniors with access to cultural enrichment experiences across the state by facilitating museum visits, access to theatrical performances, or other participation in extracurricular art enrichment activities.

Retirement Systems

Governor Newsom does not propose additional funding for the California State Teachers' Retirement System (CalSTRS) or the California Public Employees' Retirement System (CalPERS) employer contribution rate relief for LEAs. Based on current assumptions, CalPERS employer contributions would increase from 25.37% to 27.0% in 2023-24, while CalSTRS employer contribution rates remain the same from prior year at 19.10%.

Closing

The Governor's proposals are largely to be expected in a softening economy, with a focus on maintaining programs instead of creating new ones. That said, LEAs are continuing to face local challenges head on, and, with some notable exceptions, the Governor proposes to utilize Proposition 98 funding in a discretionary manner to meet local needs. The exceptions though, of undefined, targeted new LCFF funding and reduced current-year discretionary funds create ambiguity for district planning.

We look forward to diving deep into the Governor's education budget with all of you and helping our local educational leaders and partners operationalize all of what this means for public agencies, staff, students, and local communities at next week's [Governor Budget Workshop](#).

AGENDA ITEM

Agenda Title: Premises/Facilities Update After Earthquakes

Meeting Date: January 12, 2023

Item: Discussion

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

The Governing Board will receive an update on the December 20, 2022 earthquake.

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

There was some damage reported across the District due to the December 20, 2022 earthquake. Staff will provide an overview of the impacts at each site.

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 \$)*

Repair cost is unknown at this time.

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: Equitable Distribution of Qualified and Experienced Teacher Assignments Among Schools
Meeting Date: January 12, 2023
Item: Discussion

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

The Governing Board is asked to receive a report on the equitable distribution of qualified and experienced teachers with Eureka City Schools.

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

Board Policy 4113 Assignment - Certificated requires an accounting of teacher assignments to ensure that highly qualified and experienced teachers are equitably distributed among District Schools. This reporting includes the number of teachers serving under limited credentials and permits.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 7: Human Resources

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

The report of teachers for the 2021-2022 school year was delivered in January 2022.

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, Executive Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- ▣ Equitable Distribution of Qualified and Experienced Teacher Assignments

Eureka City Schools

2022-2023 Distribution of Qualified and Experienced Teachers

School	Number of Teachers	Permanent	Probationary*	Temporary	Avg Yrs of Service**	Avg Yrs Svc 2021-22	Avg Yrs Svc 2020-21
Alice Birney	25	15	6	4	11	9	11
Grant	18	13	4	1	12	11	12
Lafayette	18	8	7	3	11	11	10
Washington	28	15	7	6	9	10	10
Winship	21	10	11	0	8	9	9
Zane	25	18	7	0	8	8	8
Eureka High School	62	48	14	0	13	14	14
Lincoln (Zoe/CIS/H&H)	12	9	3	0	10	13	12
Winzler	4	2	2	0	9	8	10

DISTRICT	213	138	61	14	10.11	11.1	11.4
-----------------	------------	------------	-----------	-----------	--------------	-------------	-------------

*Probationary with ECS. Some teachers have prior teaching experience.

**Years of service are approximate (based on teacher salaries).

1 Emergency CLAD/EL Authorization

7 Short Term Staff Permits

AGENDA ITEM

Agenda Title: Local Control Accountability Plan Update

Meeting Date: January 12, 2023

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 2023-2024 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 discussion is part of a series of discussions 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

AGENDA ITEM

Agenda Title: Presentation, Eureka High School Math, 3-5 Year Plan

Meeting Date: January 12, 2023

Item: Discussion

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

The Governing Board is asked to receive a presentation detailing the Eureka High School Mathematics achievement plan.

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

The intent of this item is to keep members of the Governing Board well-informed on the progress and development of the many facets of the strategic plan.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 2: Math

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

This is the first time the Governing Board will be asked to review and discuss this item.

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

Robert Standish, Eureka High School, Interim Principal

ATTACHMENTS:

Description

- Presentation



EHS Math Program 5 Year Plan

Acceleration Instead of Remediation



Benchmark Data:

Grade	Course	#	%	(F/M)
9	Alg 1	109	31%	46:63
9	Math 9	43	12%	21:22
10	Math 10	23	7%	10:14
10	Geometry	72	23%	37:35
11	Alg 2	67	22%	44:23
11	Math Analysis	28	9%	16:12
11	AP Calc A/B	4	1%	0:04
11	AP Stats	3	1%	1:02

A 5-year goal has been set:

- ECS Governing Board Strategic Plan Goal 2: Mathematics
- Increase A-G Completion “Career and College Ready”

EHS will place 80% of students into Alg 2 by their Junior year

Math Pathways 2022-23:

9th	10th	11th	12th
Essentials	Alg. 1A	Alg. 1B	Pre-Geom. / Geom.
Alg. 1A	Alg. 1B	Pre-Geom. / Geom.	Geom. / Alg. 2
Alg. 1	Geom.	Alg. 2	Math Analysis <small>(pre. Calc.)</small>
Math 9 <small>(alg. 1 and Geom. A)</small>	Math 10 <small>(alg. 2 and Geom. B)</small>	Math Analysis <small>(pre. Calc.)</small>	AP Calc / AP Stats <small>(pre. Calc.)</small>

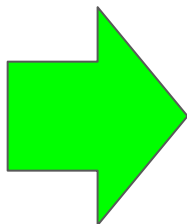
DRAFT PROJECTION Math Pathways 2027-28:

9th	10th	11th	12th
Essentials	Alg. Readiness	Alg. 1	Geom.
Alg. Readiness	Alg. 1	Geom.	Alg. 2
Alg. 1	Geom.	Alg. 2	Math Analysis <small>(pre. Calc.)</small>
Math 9 <small>(alg. 1 and Geom. A)</small>	Math 10 <small>(alg. 2 and Geom. B)</small>	Math Analysis <small>(pre. Calc.)</small>	AP Calc / AP Stats <small>(pre. Calc.)</small>



Section Changes over 5 years

2022-2023	
Essentials	2
1a	5
1b	5
Algebra 1	5
Pre Geo	3
Geo	5
Algebra 2	5
Math 9	2
Math 10	1
Alg 1 LAB	1
TOTAL SECTIONS	34



2027-2028	
Essentials	1
Alg Readiness	6
1a	0
1b	0
Algebra 1	8
Pre Geo	0
Geo	8
Algebra 2	7
Math 9	3
Math 10	1
TOTAL SECTIONS	34



In Progress...

- Math Realignment Team Meetings (Counselors, Math Teachers, EHS and Middle School Administrators)
- Team is refining the Math Placement Matrix
- Pacing Guides for Math Department set to align with Interim Assessment goals (to be adjusted yearly as sections change). Focus on anchor-standards
- Improving the use of two Math Techs in classrooms and providing tutoring everyday either before school, at lunch or afterschool



In Progress...

- Math team is looking into increasing summer school math options
- One period of Algebra 1 Lab
- Implementing IXL in conjunction with Snapshot Diagnostic to identify and correct gaps in mathematical understanding
- Implementing District Visible Learning goals and investigating Visible Learning for Math
- AP Calc textbook piloting this year, Math Analysis Honors piloting next year.

AGENDA ITEM

Agenda Title: Information Only: IRS Mileage and Per Diem Rates

Meeting Date: January 12, 2023

Item: Information Only

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

The Governing Board will receive information on the updated mileage and per diem rates for 2023.

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

Eureka City Schools follows the Internal Revenue Service standard mileage reimbursement rate for the use of a car for business miles driven and the per diem reimbursement rates for travel meals and incidental expenses.

STRATEGIC PLAN/PRIORITY AREA:

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

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

This will be a periodic update provided to the Board.

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

As of January 1, 2023, the standard mileage reimbursement rate for the use of a car (including vans, pickups, or panel trucks) will increase slightly to 65.5¢ per mile for business miles driven. This increases the rate by 3.0¢ per mile from the 2022 mileage rate of 62.5¢. The rate for travel meals and incidentals is \$74 per day, the same as the previous year.

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

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ 2023 Mileage Rate
- ▣ 2023 M&IE Rates

2023 Standard Mileage Rates

Notice 2023-03

SECTION 1. PURPOSE

This notice provides the optional 2023 standard mileage rates for taxpayers to use in computing the deductible costs of operating an automobile for business, charitable, medical, or moving expense purposes. This notice also provides the amount taxpayers must use in calculating reductions to basis for depreciation taken under the business standard mileage rate, and the maximum standard automobile cost that may be used in computing the allowance under a fixed and variable rate (FAVR) plan. Additionally, this notice provides the maximum fair market value (FMV) of employer-provided automobiles first made available to employees for personal use in calendar year 2023 for which employers may use the fleet-average valuation rule in § 1.61-21(d)(5)(v) or the vehicle cents-per-mile valuation rule in § 1.61-21(e).¹

SECTION 2. BACKGROUND

Rev. Proc. 2019-46, 2019-49 I.R.B. 1301, provides rules for computing the deductible costs of operating an automobile for business, charitable, medical, or moving expense purposes, and for substantiating, under § 274(d) and § 1.274-5, the amount of

¹ Unless otherwise specified, all “section” or “§” references are to sections of the Internal Revenue Code (Code) or the Income Tax Regulations (26 CFR part 1).

ordinary and necessary business expenses of local transportation or travel away from home. Taxpayers using the standard mileage rates must comply with Rev. Proc. 2019-46. However, a taxpayer is not required to use the substantiation methods described in Rev. Proc. 2019-46, but instead may substantiate using actual allowable expense amounts if the taxpayer maintains adequate records or other sufficient evidence.

An independent contractor conducts an annual study for the Internal Revenue Service of the fixed and variable costs of operating an automobile to determine the standard mileage rates for business, medical, and moving use reflected in this notice. The standard mileage rate for charitable use is set by § 170(i).

Longstanding regulations under § 61 provide special valuation rules for employer-provided automobiles. The amount that must be included in the employee's income and wages for the personal use of an employer-provided automobile generally is determined by reference to the automobile's FMV. If an employer chooses to use a special valuation rule, the special value is treated as the FMV of the benefit for income tax and employment tax purposes. Section 1.61-21(b)(4). Two such special valuation rules, the fleet-average valuation rule and the vehicle cents-per-mile valuation rule, are set forth in § 1.61-21(d)(5)(v) and § 1.61-21(e), respectively. These two special valuation rules are subject to limitations, including that they may be used only in connection with automobiles having values that do not exceed a maximum amount set forth in the regulations.

SECTION 3. STANDARD MILEAGE RATES

The standard mileage rate for transportation or travel expenses is 65.5 cents per mile for all miles of business use (business standard mileage rate). See section 4 of

Rev. Proc. 2019-46. However, § 11045 of Public Law 115-97, 131. Stat. 2054 (December 22, 2017), commonly known as the Tax Cuts and Jobs Act (TCJA) suspends all miscellaneous itemized deductions that are subject to the two-percent of adjusted gross income floor under § 67, including unreimbursed employee travel expenses, for taxable years beginning after December 31, 2017, and before January 1, 2026. Thus, the business standard mileage rate provided in this notice cannot be used to claim an itemized deduction for unreimbursed employee travel expenses during the suspension. Notwithstanding the foregoing suspension of miscellaneous itemized deductions, deductions for expenses that are deductible in determining adjusted gross income are not suspended. For example, members of a reserve component of the Armed Forces of the United States (Armed Forces), state or local government officials paid on a fee basis, and certain performing artists are entitled to deduct unreimbursed employee travel expenses as an adjustment to total income on line 12 of Schedule 1 of Form 1040 (2022), *U.S. Individual Income Tax Return*, not as an itemized deduction on Schedule A of Form 1040 (2022), and therefore may continue to use the business standard mileage rate.

The standard mileage rate is 14 cents per mile for use of an automobile in rendering gratuitous services to a charitable organization under § 170. See section 5 of Rev. Proc. 2019-46.

The standard mileage rate is 22 cents per mile for use of an automobile: (1) for medical care described in § 213; or (2) as part of a move for which the expenses are deductible under § 217(g). See section 5 of Rev. Proc. 2019-46. Section 11049 of the TCJA suspends the deduction for moving expenses for taxable years beginning after

December 31, 2017, and before January 1, 2026. However, the suspension does not apply to members of the Armed Forces on active duty who move pursuant to a military order and incident to a permanent change of station. Thus, except for taxpayers to whom § 217(g) applies, the standard mileage rate provided in this notice is not applicable for the use of an automobile as part of a move occurring during the suspension.

SECTION 4. BASIS REDUCTION AMOUNT

For automobiles a taxpayer uses for business purposes, the portion of the business standard mileage rate treated as depreciation is 26 cents per mile for 2019, 27 cents per mile for 2020, 26 cents per mile for 2021, 26 cents per mile for 2022, and 28 cents per mile for 2023. See section 4.04 of Rev. Proc. 2019-46.

SECTION 5. MAXIMUM STANDARD AUTOMOBILE COST

For purposes of computing the allowance under a FAVR plan, the standard automobile cost may not exceed \$60,800 for automobiles (including trucks and vans). See section 6.02(6) of Rev. Proc. 2019-46.

SECTION 6. MAXIMUM VALUE OF EMPLOYER-PROVIDED AUTOMOBILES

For purposes of the fleet-average valuation rule in § 1.61-21(d)(5)(v) and the vehicle cents-per-mile valuation rule in § 1.61-21(e), the maximum FMV of automobiles (including trucks and vans) first made available to employees in calendar year 2023 is \$60,800.

SECTION 7. EFFECTIVE DATE

This notice is effective for: (1) deductible transportation expenses paid or incurred on or after January 1, 2023; (2) mileage allowances or reimbursements paid to

a charitable volunteer or a member of the Armed Forces to whom § 217(g) applies: (a) on or after January 1, 2023, and (b) for transportation expenses the charitable volunteer or such member of the Armed Forces pays or incurs on or after January 1, 2023; and (3) for purposes of the maximum FMV of employer-provided automobiles for which employers may use the fleet-average valuation rule in § 1.61-21(d)(5)(v) or the vehicle cents-per-mile rule in § 1.61-21(e), automobiles first made available to employees for personal use on or after January 1, 2023.

SECTION 8. EFFECT ON OTHER DOCUMENTS

Notice 2022-03 is superseded.

DRAFTING INFORMATION

The principal author of this notice is Christian Lagorio of the Office of Associate Chief Counsel (Income Tax and Accounting). For further information on this notice regarding the use of an employee-provided automobile, contact Mr. Lagorio at (202) 317-7005 (not a toll-free number). For further information on this notice regarding the use of an employer-provided automobile, contact Stephanie Caden of the Office of Associate Chief Counsel (Employee Benefits, Exempt Organizations, and Employment Taxes), at (202) 317-4774 (not a toll-free number).

M&IE Breakdown

M&IE Total ¹	Continental Breakfast/ Breakfast ²	Lunch ²	Dinner ²	Incidental Expenses	First & Last Day of Travel ³
\$59	\$13	\$15	\$26	\$5	\$44.25
\$64	\$14	\$16	\$29	\$5	\$48.00
\$69	\$16	\$17	\$31	\$5	\$51.75
\$74	\$17	\$18	\$34	\$5	\$55.50
\$79	\$18	\$20	\$36	\$5	\$59.25

¹ This column lists the full daily amount federal employees receive for a single calendar day of travel when that day is neither the first nor last day of travel.

² The separate amounts for breakfast, lunch and dinner listed in the chart are provided should you need to deduct any of those meals from your trip voucher. For example, if your trip includes meals that are already paid for by the government (such as through a registration fee for a conference), you will need to deduct those meals from your voucher. Refer to [Section 301-11.18 of the Federal Travel Regulation](#) for specific guidance on deducting these amounts from your per diem reimbursement claims for meals furnished to you by the government. Other organizations may have different rules that apply for their employees; please check with your organization for more assistance.

³ This column lists the amount federal employees receive for the first and last calendar day of travel. The first and last calendar day of travel is calculated at 75 percent.

AGENDA ITEM

Agenda Title: Information Only: February 2023 - Review of CDE Calendar of Events
Meeting Date: January 12, 2023
Item: Information Only

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

February 2023

American Heart Month

The CDE encourages you to annually recognize February as American Heart Month.

National African American History Month

The CDE encourages you to annually recognize February as National African American History Month.

National Children's Dental Health Month

The CDE encourages you to annually recognize February as National Children's Dental Health Month.

National Freedom Day (2/1/2023)

The President may issue each year a proclamation designating February 1 as National Freedom Day to commemorate the signing by Abraham Lincoln on February 1, 1865, of the joint resolution adopted by the Senate and the House of Representatives that proposed the 13th amendment to the Constitution (36 United States Code 124).

Rosa Parks Day (2/4/2023)

The CDE encourages you to annually recognize February 4 as Rosa Parks Day. The California State Legislature established Rosa Parks Day, which was first observed on February 4, 2000.

Ronald Reagan Day (2/6/2023)

February 6 of each year is designated and set apart as Ronald Reagan Day, a day having special significance pursuant to California Education Code Section 37222. On Ronald Reagan Day, all public schools and educational institutions are

encouraged to conduct exercises remembering the life of Ronald Reagan, recognizing his accomplishments, and familiarizing pupils with the contributions he made to this state.

National School Counseling Week

The CDE encourages you to recognize February 6–10, 2023 as National School Counseling Week. National School Counseling Week is always celebrated the first full week (M-F) in February.

Lincoln Day (2/13/2023)

The Monday or Friday of the week in which February 12 occurs, is known as "Lincoln Day." On the day that school is in session prior to the day on which schools are closed for that purpose, all public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln (California Education Code Section 37220).

Frederick Douglass Day (2/14/2023)

The CDE encourages you to annually recognize February 14 as Frederick Douglass Day.

Susan B. Anthony Day (2/15/2023)

The CDE encourages you to annually recognize February 15, the anniversary of the birthday of Susan B. Anthony, known as "Susan B. Anthony Day", on which day schools shall include exercises and instruction on the political and economic status of women in the United States and the contributions of Susan B. Anthony thereto (California Education Code Section 37221).

National Parent Teacher Association Founders Day (2/17/2023)

The CDE encourages you to annually recognize February 17 as National Parent Teacher Association Founders Day.

Take Your Family to School Week

The CDE encourages you to recognize the week of February 17 (February 13–17, 2023) as Take Your Family to School Week.

Presidents' Day (2/20/2023)

The CDE encourages you to recognize February 20, 2023 as Presidents' Day. Presidents' Day is a federal holiday celebrated annually on the third Monday in February.

Washington Day (2/22/2023)

The third Monday in February is known as "Washington Day". On the Friday preceding, all public schools and educational institutions throughout the state shall hold exercises in memory of George Washington (California Education Code Section 37220). The CDE will be closed on Washington Day, commonly referred to as Presidents' Day.

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

Information only.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

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

Not applicable.

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

Not applicable.

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

Not applicable.

AGENDA ITEM

Agenda Title: Information Only: Meaningful Board Report (Future Annual Items)

Meeting Date: January 12, 2023

Item: Information Only

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

Attached: Future Agenda Items

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

STRATEGIC PLAN/PRIORITY AREA:

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

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

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

ATTACHMENTS:

Description

- ▣ MBR - 2023

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renae Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	---	---	---	--

Jan, 12, 2023	<p>Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.) Moved to After March 14th Spec Mtg</p> <p>Sup's Eval Process - Submit Goals to Board (usually due by 2nd mtg in January -- check w/Fred)</p> <p>CDE Recognitions - Informational (for the following month)</p> <p>Info Item: MBR</p>	<p>4th Quarter Williams Uniform Complaints report</p> <p>SPSA Approval 2022-2023 (significant budget changes) Grant Moved to February Meeting</p> <p>LCAP Board Update</p> <p>Approval of SARC-needs to be done prior to Feb 1st</p>	<p>Distrib. Qualified Teachers</p>	<p>State Budget Update (Depends on timing/release of State Budget - may move to Special Mtg or February Mtg)</p> <p>Enrollment Update</p> <p>IRS mileage and per diem rates</p>	<p>Approval of WestEd MOU for Healthy Kids Survey - moved from December 2022 mtg to January 2023</p> <p>Approval of MOU Foster Youth Regional Liaison Between Humboldt County Office of Education and Eureka City Schools (District) for 2022-2023 school year</p> <p>Approval of the 2022-2023 Tobacco-Use Prevention Education Grant Award Notification (Moved from Ed Services for previous years to Student Services forthcoming) - PENDING</p>
----------------------	--	---	------------------------------------	--	---

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	---	--	--	--	---

					Attachment from Sheri Jensen on Thursday, January 5, 2023
Possible special meeting in January <u>Scheduled:</u> January 5th, 17th, 19th	Biennial (2023) or if new board member, revisit protocols, vision, and strategic plan prioritization				
Feb. 2, 2023	CDE Recognitions - Informational (for the following month) Info Item: MBR	SPSA Approval 2022-2023 (significant budget changes)-Grant - Moved from January meeting to February Meeting Common Core State Standards moved California Standards Tests (CAST - science only) LCAP Update	Classified Employee of the Year awards	Transportation Department Auditor's Report (Moved from December 15, 2022)	Pre-school programs (moved from January)

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	---	---	---	--

Note: No 2nd Meeting in February in 2023					
March 9, 2023	<p>Sup's Eval Process - Submit Goals to Board (moved from 2nd Feb Mtg)</p> <p>CDE Recognitions - Informational (for the following month)</p> <p>Info Item: MBR</p>	<p>Safe School Plans (moved from 2nd Feb Mtg)</p> <p>Instructional Coaches annual report and update Positive Prevention Plus (moved from 2nd Feb Mtg)</p> <p>LCAP Update</p> <p>Updated Con App (Spring) - Check w/Jen</p> <p>District Instructional Site Visit Update</p>	<p>Certificated non-re-elects/ layoffs</p>	<p>Technology infrastructure (Moved from 2nd February 2023 mtg)</p> <p>Second Interim</p> <p>Auditor selection (if needed) contracts good thru June 30, 2025</p>	<p>Special Education Program</p>
March 30, 2023 Reception in Room 114	<p>Board Meeting Dates for Following Year - Board Review</p> <p>Routine Revisions to Governance Handbook (Annual) (updated President/Clerk, etc.) - Moved from January to After March 14th Spec</p>	<p>After-School Education and Safety Program (ASES)</p> <p>LCAP Update-all survey responses</p> <p>1st Quarter Williams Uniform Complaints report</p> <p>Title VI-Indian Ed</p>	<p>Newly hired, newly permanent certificated, and newly permanent classified employee recognition</p>		

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	---	--	--	--	---

	Mtg Info Item: MBR	Public Hearing-Prior to Part II of Grant			
April 26, 2023 (Wednesday)	First Meeting in April: Specification of Election Order Reso – not needed until 2024 for Areas 2 & 4 and in <u>2026 for Areas 1, 3, 5</u> CDE Recognitions - Informational (for the following month) Info Item: MBR	AVID Advancement via Individual Determination Visual and performing art Adult Education program LCAP Update		Long-term Facility Planning Update	Moved from January: Update on Student Wellness (per BP 5030) [added May 2017 - to be done every three years]
May 11, 2023	CDE Recognitions - Informational (for the following month) Info Item: MBR	Annual CTE Report (Career and technology plan for secondary schools including continuation HS and dual enrollment) LCAP Update DELAC update Recommendation for ELA 6-8	Certificated Employee of the Year	Enrollment Update Food Services Department Governor's May Revise (Depending on timing/release of budget - may move to first June Mtg)	

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	---	---	---	--

June 1, 2023	Board Rec - to Outgoing Student Board Rep - if applicable. CDE Recognitions - Informational (for the following month) Study session athletics -? Info Item: MBR	District instructional norms Individual school bell schedule/ instructional minutes LCAP update Final approval ELA 6-8	Retired employee recognition School Calendar 2024-25 (Lincoln's BD Resolution required - Micalyn)	Proposed Budget	Marshall Family Resource Center report CDE Child Development Contracts
June 22, 2023	Info Item: MBR	Public hearing for LCAP Add: Covid-19 Written Report (LCAP) Annual Application of Con App (moved to August 27, 2020) SPSA-Title I Schools Sonoma MOU for induction (moved to August 6, 2020)		Public Hearing for Budget EPA Public Notice	-Added: IDT Agreement (updated)
June 27, 2023		LCAP adoption		Budget Adoption	

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Rena Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	---	--	---	--	---

(Tuesday)					
August 3, 2023	Report out to Bd on Community Outreach Fund (per Supt Contract) Micalyn - Finalize spreadsheet. REMINDER: Schedule Biennial (every other year) Training for Board - 2023, 2025 CDE Recognitions - Informational (for the following month) Info Item: MBR	MOU-City of Eureka ASES Sonoma MOU for induction Dual Enrollment MOU (part 1) 2nd Quarter Williams Uniform Complaints report Title VI GAN			Ratify MOU w/EPD
August 24, 2023	Biennial Notice for Conflict of Interest Code [Next: 2024, 2026] Info Item: MBR	Dual Enrollment MOU (part 2) Strategic Plan Outcomes Development Strategic Plan ASES GAN	Employee evaluation status report	Annual Application of ConApp	

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Rena Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	---	--	---	--

		CM NGSS			
Sept. 14, 2023	<p>Sup's Eval Process - Provide Update to Board on Goals</p> <p>Apple Pins - Send email reminder out to Principals that Apple Pin Awards accepted anytime throughout the year. (No longer solicited.)</p> <p>CDE Recognitions - Informational (for the following month)</p> <p>Info Item: MBR</p>	<p>1st Mtg - Strategic Plan Outcomes (this item will come before the Development of SP item, in October)</p> <p>LCAP update</p> <p>Update/Revise LCAP- Local Indicators -Late in 2022</p> <p>PUBLIC HEARING: Sufficiency of Instructional Materials</p> <p>Physical Fitness Test Results</p> <p>Per BP 6152.1: Annual report on student data related to placement and advancement in the mathematics courses at EHS (added 4.28.16) - Previously Occured in Oct/Nov/Dec - as</p>		<p>End of Summer Maintenance Project Report</p> <p>Certification of Unaudited Actuals Financial Report</p>	<p>Beginning of school year report on enrollment * interdistrict transfer update</p>

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	---	---	---	--

		of 2023, moved to Sept.			
Oct. 5, 2023	CDE Recognitions - Informational (for the following month) Community School Update Info Item: MBR	2nd Meeting - Development/ Approval of the Strategic Plan Report to Board on English Learner progress (as per BP 6174(g) Click HERE Report on Federal Program Monitoring Findings CAASPP results			
Oct. 26, 2023	Info Item: MBR	American Indian Heritage Month (Nov) Career and Technical Education Advisory Committee 3rd Quarter Williams Uniform Complaints report Perfect score on the CAASPP -	Newly hired employees/ newly tenured teachers/ new permanent Classified employee recognition	Equipment Replacement Needs	

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Rena Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	---	--	---	--

		recognition Update California Science Tests (CAST - science only)			
Nov. 16, 2023	Notice of Scheduling Organizational Mtg (Consent) [Micalyn - Notify County Supt of mtg date/time] CDE Recognitions - Informational (for the following month) Info Item: MBR	LCAP update LCFF/CA Dashboard William's Settlement Follow-up-letter from HCOE			
Organizational Meeting Dec. 14, 2023	Clerk to President's position Nominate Clerk Nominate representative to cast vote for CC on SD Organization 2024 Board dates	Con App (Fall) - Jeanette to confirm new timeline placement		First Interim budget report Budget development calendar Auditor's Report Application to continue participation in	Approval of West Ed MOU for Healthy Kids Survey

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
---------------	--	---	---	---	--

	<p>Annual review BP/AR</p> <p>Supt's Eval (Closed Session)</p> <p>Share MBBR (Study Session or email out?)</p> <p>Annual Review of BP/AR 5116.1 (Intradistrict Open Enrollment)</p> <p>Annual Review of BP/AR 6145 (Extracurricular and co-curricular activities)</p> <p>Biannual sexual harassment and Brown Act training (required in 2023, 2025)</p> <p>Prepare Doc for Board re: Yearly Stipend - confirm what meetings were attended v. absent (Jan-Dec)</p> <p>Sup's Eval Process</p>			<p>categorical programs (?)</p>	
--	---	--	--	---------------------------------	--

Meaningful Board Report

Governance | Future Board Agenda Items



Note: Items listed below are annual items and do not reflect the full Board Agenda. Item placement may be adjusted by ECS Staff, as needed.

Board Meeting	<u>Superintendent's Office / Setting Direction & Governance</u> Fred Van Vleck, Ed.D.	<u>Educational Services / Student Learning & Achievement</u> Gary Storts	<u>Personnel Services</u> Renaë Will	<u>Business Services Finance & Facilities</u> Paul Ziegler	<u>Student Services Special Education</u> Lisa Claussen
	- Provide update to Board on Status of Yearly Goals To-Date Info Item: MBR				